

## Information Sheet

### Eighth Note (in some countries also called: Quaver)

An eighth note or a 'quaver' has half the value of a quarter note, meaning a quarter note has the value of two eighth notes.

Another example of comparison of values: A half note has the value of 4 eighth notes.....

Eighth notes are notated with a filled-in note head and a straight note stem with one flag.

If two or more eighth notes are written down, they can be connected with a beam. One can also use the stem facing down (shown in exercise sheet wm21a).



On the bottom of the page, there is one 4/4-measure filled with eight eighth notes and underneath, there are numbers for counting the beat. The plus sign between the numbers symbolizes the "off-beat". Counting the beat and off-beat sounds like "*one and two and three and four and*".

To use this for a game, the students count first the beat and off-beat, repeating the measure a few times. Try not to change the tempo. Then one student after the other counts one beat and the following off-beat and the next student counts the next beat and off-beat and so on. The tempo should always stay the same.

Next, one student only counts a beat and the next student counts the off-beat.

Last, the students are split into two groups. One group counts every full beat and the other group counts every off-beat. Then they switch the roles.

### Practicing Game:

To understand the divisions better, the children can walk around the classroom while keeping a steady beat with their feet, for example they could walk in quarter notes.

At the same time, they speak specific note values starting with quarter notes. ("da, da, da, da...").

When the teacher says "half notes" or points at the corresponding note, they speak ("da-a, da-a...") with two steps for each half note.

For "eighth notes" the students speak "titi" on each step.

Similarly, the students can clap specific note values starting with quarter notes.

When the teacher says "half notes" they clap on every second beat. Or with the eighth notes, they would clap twice on each beat.

### Variation:

The class can be split up into two groups. Each group claps or drums one of the note values while the other group claps a different note value.

Variation:

The students clap quarter notes in a steady beat. With their feet they follow the instructions of the teacher: When the teacher says, "half note", the students walk in half notes (one step for two claps). When the teacher says, "eighth note", the students walk in eighth notes (two steps for each clap).

## Exercise Sheet wm21a

Practice Eighth Notes:

The students should practice drawing the newly learnt eighth notes on the curved lines; single, double and quadruple eighths, in any order they want.

To make sure they use a variety, they should cross out all the values they have already used.

Compose:

In this exercise the students should include all the rhythmical values they have learnt so far, like quarter note, half note, whole note and now eighth note and also the different rests.

The students create two measures of rhythm on each line starting with the time signature. (Either the teacher decides on the time signature for the entire class or each student decides individually)

To their rhythmical creation, the students add a melody, ideally using all the pitches they have learnt so far. Please make sure the teacher helps the students if they have difficulties starting their composition by either saying the syllable (da; da-a) or by clapping. (For further instruction please have a look at wm5c.)

After everyone has completed this task, the teacher can sing or play those compositions or even better the students sing their own melody to everyone.

## Exercise Sheet wm21b

Polyphonic Rhythm:

As the word "polyphony" is a new word for the children, the teacher should give an explanation; for example: "Polyphony" is the simultaneous combination of two or more tones or melodic lines and are perceived as independent even though they are related (the opposite is "monophony" (one voice)). The term "polyphony" derives from the Greek word for "many sounds".

The children should form groups of 4, divided into teams of 2. Each team should develop a rhythm using either the upper or the lower line. After that, they should practice the rhythm by using different body parts. (clap, pad on the lap, stomp....)

The teacher can play/clap the beat throughout, so that the children can keep a steady speed.

Once that is practiced, both the teams should 'play' their lines at the same time (the two different rhythms are performed at the same time.)

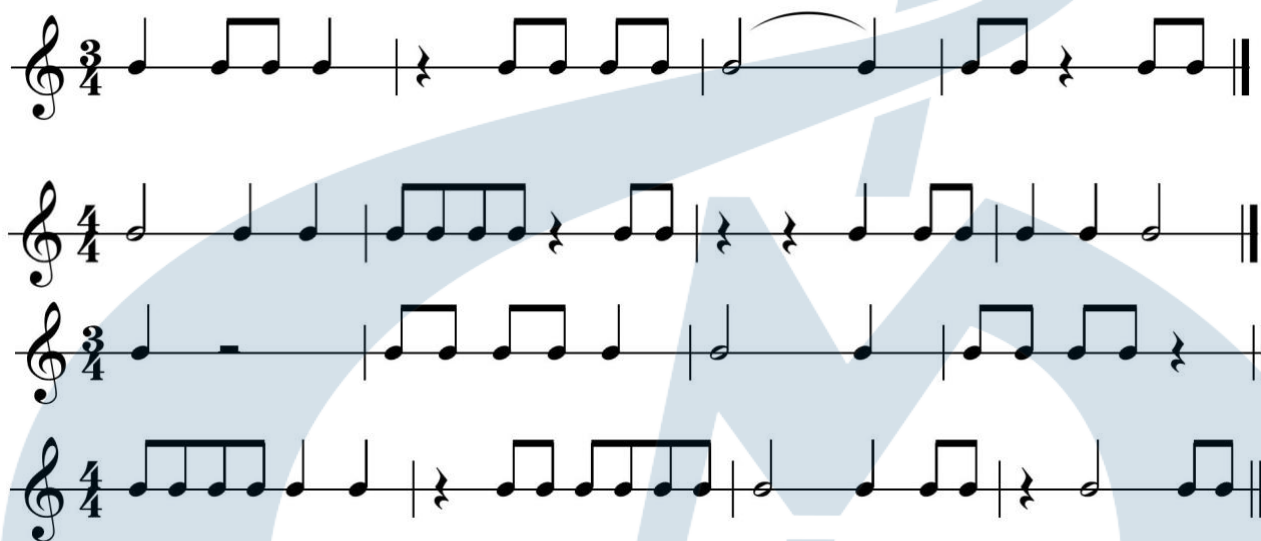
If they feel confident enough, each group should perform in front of the class. The teacher will help to make sure that every composition starts and ends at the same time – one student of each group should give the cue to start.

They students can also practice each other's lines.

### Fill in Measure Lines:

The children should add measure lines at the right place considering the given time signature. After that is done, they can clap the rhythm or speak it with the rhythm syllables (da, titi...)

### **Answer:**



## **Exercise Sheet wm21c**

### Polyphonic Clapping and Singing:

For this sight-reading exercise, the students clap the rhythm without help of the teacher while the teacher counts the beat (in order to check if the children can read the relation between quarter, half and eighth notes).

The students read the rhythm with the syllables da, da-a, ti and sh.

Once the teacher feels the rhythm is established, he divides the students into two groups. One group does the upper rhythm, the other the lower rhythm. One team speaking the rhythms and the other clapping their rhythm – both at the same time so that a polyphony is created. The teacher will make sure the students keep a steady beat; they start every bar at the same time, no one going too fast or too slow.

Once they feel secure with the correct rhythm, the teacher will sing it together with the whole class, using the name of the given notes (i.e. do-re-mi-so-la) or just on one sound like the syllable "lo-lo-lo", and then split them again into the two groups. The students can also write the corresponding names underneath the pitches.

The groups do their part a few times, first only clapping, then using different body parts, and finally singing. To avoid getting distracted by the other team when performing the lines together, initially one group could only perform the rhythm of their line while the other groups sing the melody.

### Compose:

In the following exercise the students improvise with what they have learnt so far, so that the teacher can see with what aspect (note values, pitches) the students feel comfortable.

The class does one round of rhythmical improvisations, each student clapping (or speaking "da, da-a, ti,...") two measures.

In the second round each student sings two improvised measures with the pitches they have learnt so far, using the names of the pitches.

After improvising, each student writes down the melody they were singing or a similar melody of their liking.

The composition can also be done in groups of two to three children.

## Exercise Sheet wm21d

### Memory Cards:

These cards should be used in combination with the memory cards in wm4e, 15b and wm5d. To play the game, look at the description of exercise sheet 4e.

The memory cards, which have notes or rests on them, can also be used to assemble a rhythm and read the rhythm that is formed. The cards can be mixed and assembled again to form a different rhythm (see wm5c Compose).

## Exercise Sheet wm21e

### Paint the Cake:

The students paint the cakes according to the rhythm, in the same way as on exercise sheet wm18e.

If there is a half note, the students fill four "slices" of the cake, one quarter note equals two "slices",...

The students can also make a visible difference between notes and rests, for example by using shades of green and blue for the notes and shades of red and orange for the rests.

Then the students clap, speak (da, sh,...) and also sing the motifs.

### **Answer:**

