










Activity	Note Name Rap	Level: Grade 2-6	Sue Harvie	
<b>Learning Intentions</b>	<ul style="list-style-type: none"> <li>♪ Recognize the musical staff</li> <li>♪ Recognize the relationship of space notes and line notes to the staff</li> <li>♪ Identify finite note names of the spaces and and lines and distinguish between high and low notes.</li> </ul>			
<b>Materials Needed</b>	<ul style="list-style-type: none"> <li>♪ Visual of the staff</li> <li>♪ Visual of the line and space notes on the staff</li> <li>♪ Line and Space note cards and the equivalent note names.</li> <li>♪ Visual of the verses and the ostinati</li> <li>♪ Funky beat recording (optional)</li> </ul>			
<b>Process</b>	<ul style="list-style-type: none"> <li>♪ Introduce the staff visually identifying the spaces and lines. Mention the honorary space notes (low D and High G) and the orbiting low C. Its also helpful to identify the B line as the great divide between high and low notes. Students must preface notes with whether they are low or high (except for B)</li> <li>♪ Relate the staff to the hand staff.</li> <li>♪ Show visual of space notes with explanation of the dangling D and the G that 'Goes on top'.</li> <li>♪ Introduce the verse for the Space notes through the echo process.</li> <li>♪ Teach each ostinati separately and once secure layer against the verse. When ready divide class into 3 voices to perform all 3 parts.</li> <li>♪ CHECKING for understanding (Assessment opportunities):               <ul style="list-style-type: none"> <li>• Teacher calls a space note name and students respond by putting up the correlating note card or space on the hand staff.</li> <li>• Conversely, teacher shows note card or position on the hand staff and students display note name.</li> </ul> </li> <li>♪ Repeat the above procedure for the line notes.</li> </ul>			
<b>Extensions</b>	<ul style="list-style-type: none"> <li>♪ Create an epic rap battle: Divide class into 2 groups: Space Notes and Line Notes. Subdivide these groups into 3 groups (verses and the 4 other voices).</li> <li>♪ Task each group with creating a movement that reflects their part. (Consider levels and shapes in movement – parts may have locomotor and non-locomotor componants.</li> <li>♪ Determine the form of the performance – the ending should culminate in all parts performing. Consider adding a funky beat as accompaniment.</li> </ul>			
<b>Assessment</b>	<b>Skills:</b>	All the time	Sometimes	I have trouble
	I can: identify the Space notes on the staff			
	I can: identify the Line notes on the staff			
	I can:Distinguish between the high and low notes on the staff.			

## Space Note Rap

4/4

Voice 1: The Space notes spell FACE Let's just read be - tween the lines, From

Voice 2: F A C E Face it!

Voice 3: D down low, G up high! D down low, G up high!

V. 1: low D to high G and F A C E The F A C E

V. 2: F A C E Face it! Face it!

V. 3: D down low, G up high! D down low, G up high! D down low, G up high!

1. 2.

## Line Note Rap

V. 1: C is a line note just be - low the staff.

V. 2: Line notes\_\_\_\_\_ There are Line notes\_\_\_\_\_ There are

V. 3: E G B D F C

V. 1: E G B D E G B D E G B D F E G B D F

V. 2: Line notes\_ There are Line notes\_ There are Line notes

V. 3: E G B D F C B D F C

1. 2.

Low D

High C'

Low C

B

Low F

High E'

Low E

High D'

Low A

High G'

Low G

High F'

