



# The Note Knack Music Method

*The building blocks of music*

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# The Note Knacks Classroom

Welcome to the **NOTE KNACKS MUSIC** classroom! This is where we give children the tools to explore and create music of their own.

The program is divided into 3 PHASES

## PHASE 1: WORKING WITH REPRESENTATIVE NOTATION AND ESTIMATED RHYTHMS Page 1

- Children will become familiar with mixing long and short sounds
- Children will begin to understand that they can choose what sounds they like and put those together
- Children will begin to write short compositions and perform them
- Children can begin to add tempo, dynamics and pitch markings to their compositions

## PHASE 2: WORKING WITH TRUE RHYTHMS Page 12

- Children will learn simple rhythms in the way that musicians use them
- Children will learn and understand the difference between a steady beat and a rhythm
- Children will learn to define measures
- Children will learn the beginnings of meter using groups of 2, 3, and 4 beats per measure
- Children will write compositions and will perform them
- Again, children can add tempo, dynamics and pitch markings to their compositions

## PHASE 3: WORKING WITH CONVENTIONAL NOTATION Page 24

- Children will learn how to write Conventional Notation
- Children will understand that rests are specific lengths of silence
- Children will learn the names of the notes and understand why they have their given names
- Children will write a longer composition deciding on meter, tempo, pitch, form and instrumentation
- Each child will perform their piece of music

# About Note Knacks Music

The company was founded to help children participate in the music they play. I want them to get knee-deep in the exciting process of writing and creating music so that their compositions become another way of communicating their ideas.

In developing **NOTE KNACKS**, I wanted to make sure the material would be easily accessible to all learners. Children learn in different ways, and so more will grasp the concepts if they can feel, touch and see what they are learning. I am passionate about how knowledge is acquired because I believe it impacts how children will view learning later in their lives. Music is one of the few classes where students can truly express themselves without the worry of testing. The music classroom should be a safe place where children can experiment with different sounds and discover the music inside of them! We, as music teachers, are the bearers of the torch that ensures child creativity. This is what **NOTE KNACKS** is all about!

I also wanted to start a company that celebrates teachers and acknowledges that we are smart, inventive and resourceful! I have provided 25 lesson plans as a foundation, but I hope you will modify them as you go. It is important to me that teachers have the opportunity to make **NOTE KNACKS** work for them. As part of this commitment, I encourage you to communicate any thoughts you have on the product or lesson plans. This information will be invaluable as I strive to better meet your needs. Your thoughts and ideas are the spirit of this company!

Please send your comments and feedback to [kristin@noteknacks.com](mailto:kristin@noteknacks.com).

Regards,  
Kristin M. Pugliese

# PHASE 1: WORKING WITH LONG AND SHORT SOUNDS

# Lesson 3

## OBJECTIVE

To introduce **NOTE KNACKS** and to start showing relationships between the lengths of sound

## METHODS

- Show the children one **NOTE KNACK** of each color.
- Ask them: “Which color would have the shortest sound?”
  - Put the terra cotta **NOTE KNACK** at the top of a **pocket chart** or on the rug closest to you (facing them).
- Ask: “Which color would have the longest?”
  - Put the gray **NOTE KNACK** at the bottom of a **pocket chart** or on the rug a bit lower than the terra cotta **NOTE KNACK** (facing them). **Note:** Children will call the terra cotta **NOTE KNACK** orange or brown. Explain to them that the actual color is terra cotta. It is the color of a flower pot. You might want to bring one in for clarity.
- Have the students organize the **NOTE KNACKS** from shortest to longest.
- Ask: “Which **NOTE KNACK** would be slightly longer than the terra cotta **NOTE KNACK**?” (the yellow).
  - Put the yellow **NOTE KNACK** right under the terra cotta **NOTE KNACK**.
- Ask: “Which **NOTE KNACK** would be slightly longer than the yellow **NOTE KNACK**?” (the red).
  - Put the red **NOTE KNACK** right under the yellow **NOTE KNACK**.
- Ask: “Which **NOTE KNACK** would be slightly longer than the red **NOTE KNACK**?” (the blue).
  - Put the blue **NOTE KNACK** right under the red **NOTE KNACK**.
- The blue **NOTE KNACK** will be right above the gray **NOTE KNACK**.
- When you are finished, you will have what will look like stairs.
- Demonstrate by saying or singing “*beep*” continuously while dragging your finger across each **NOTE KNACK** individually, start the sound as you move your finger and stop the sound when your finger comes to the end of the **NOTE KNACK**.
- Have individuals choose a **NOTE KNACK** and demonstrate themselves.

## ASSESSMENT

1. Can children drag their finger appropriately across the **NOTE KNACK** knowing which is long and which is short?

## PHASE 2: WORKING WITH TRUE RHYTHMS

# Lesson 1

## OBJECTIVE

To say the colors in proper rhythm

## METHODS

- Without the **NOTE KNACKS**, test the children to see if they understand the difference between a short and long sound.
- Now that they understand the concept of “length of sound”, we are no longer going to say “beep”, but instead will say the colors of the **NOTE KNACKS** in a special way.
- Ask the children to say the colors of each **NOTE KNACK** (Gray, blue, red, yellow, and terra cotta.)
  - You will need to explain that terra cotta is the color used to describe the color of objects such as flower pots; it is a brownish orange color.
- Organize the **NOTE KNACKS** from long to short in a **pocket chart** or on the rug.

## DEMONSTRATION

- Have the children repeat after you (as you drag your finger across the **NOTE KNACK**) gre-e-e-ay (with a 4 syllable, 4 beat sound), blu-u (with a 2 syllable, 2 beat sound) and red (with 1 syllable, 1 beat sound)
- Ask: “How many claps does the color yel-low have?” The answer is 2; this is because these are the notes that are frequently grouped into 2, so “yel” = one yellow **NOTE KNACK** and “low” = the other **NOTE KNACK**. We always drag our finger across the first **NOTE KNACK** for “yel” and the second for “low”.
- Ask: “How many claps does the color ter-ra cot-ta have?” The answer is 4; this is because these are the notes that are frequently grouped into 4; so “ter” = one **NOTE KNACK**, “ra” = the second **NOTE KNACK**, “Cot” = the third **NOTE KNACK** and “ta” = the fourth **NOTE KNACK**. We always drag our finger across the first **NOTE KNACK** for “Ter”, the second for “ra”, the third for “Cot” and the fourth for “ta”.
- First, put 1 gray **NOTE KNACK** on the rug or **pocket chart** and say in time, gre-e-e-ay.
- Then put 2 blue **NOTE KNACKS** together and say in time blu-u, blu-u.
- Then put 4 red **NOTE KNACKS** together and say in time red, red, red, red
- Then put 8 yellow **NOTE KNACKS** together and say in time yel-low, yel-low, yel-low, yel-low.
- Then put 16 terra cotta **NOTE KNACKS** together and say in time ter-ra cot-ta, ter-ra cot-ta, ter-ra cot-ta, ter-ra cot-ta.
- Have students get into small groups and practice saying 1 gray, 2 blue, 4 red, and so on.

## ASSESSMENT

1. Can the children say the colors in rhythm?

## EXTRA POSSIBILITIES

When explaining how the yellow and terra cotta **NOTE KNACKS** need to be grouped into 2s and 4s, tell the children that:

- Since they are so little, they need to have friends with them.
- The shortest, terra cotta, need the most friends around because they get too scared otherwise.
- Yellow is a little bit bigger, so they only need one friend.



## PHASE 3: WORKING WITH CONVENTIONAL NOTATION

# Lesson 1

## OBJECTIVE

To introduce conventional notation

## METHODS

- Ask: “When we look at a piece of music, (showing a **piece of music** written in conventional notation.) do we see different colored **NOTE KNACKS** on the page?” (No).
- Ask: “What do we see in the music that we also see on the **NOTE KNACKS**? (Notes and rests).
- Say: “Instead of writing colored **NOTE KNACKS** on paper, we write notes on a page.”
- Say: “When we write the “yel-ow” notes, we connect them at the top with one line.”
  - Demonstrate 2 eighth notes connected.
- Say: “When we write the “ter-ra cot-ta” notes, we connect them at the top with 2 lines.”
  - Demonstrate 4 sixteenth notes connected.
- Say: “We will only use the notes today, next week we will look at the ‘rest’ side.”
- Have a child come up and create a rhythm using any one of the **FRAMES**.
- On the **dry erase board**, demonstrate how to write the rhythm conventionally, putting a line on either side of the “measure” (reviewing the meaning of a measure).
- Have each child come up and create a rhythm and write it on the board. Then have the class say it together. The child can be a “conductor” using his/her hands to tell the group when to start and stop.

## ASSESSMENT

1. Can the children write rhythms correctly?

# IDEAS

- Create a piece with your class and use it as:
  - The A Section in a Rondo Form Piece where you have kids improvise the B, C and D sections
  - The B Section of song that you are singing with your class
  - Part of a Grade Level piece where every class is it's own section. You can repeat sections, as you see fit
- Have students play their piece on Orff Instruments
- Remember that each child's measure is a part of a whole piece and you can switch around the measures as often as you like!