Unit 1 Music Theory

Episode 9

Lines & Spaces
Making note placement memorable

LESSON OBJECTIVES

Building on the concepts of the musical alphabet, this episode looks at lines and spaces. Quaver uses curious memory devices to describe the notes on the treble clef staff. He proceeds with an excited examination of writing notes, stem placement, and how to identify which note to play.

Students will learn:

• How to identify notes on the lines and spaces.
• How to correctly place stems on the staff.
• How to begin writing melodies.
• How to become proficient at reading music by practicing perseverance.

Vocabulary

Every Good Boy Does Fine
F, A, C, E
Lines
Spaces
Chords*

* concepts included in the Teacher Guide, but not in the DVD
**Music Standards in Lesson**

1. Singing alone and with others
2. Playing instruments
3. Improvising melodies
4. Composing and arranging music
5. Reading and notating music
6. Analyzing and describing music
7. Understanding the relationship between music and the other arts

Complete details at QuaverMusic.com

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**Key Scenes**

<table>
<thead>
<tr>
<th>No.</th>
<th>Scene Description</th>
<th>What they teach</th>
<th>Music Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Quaver and the busts brainstorm</td>
<td>Mnemonic devices are helpful for remembering notes on the lines and spaces.</td>
<td>6</td>
</tr>
<tr>
<td>2</td>
<td>Quaver breaks the lines and spaces world record</td>
<td>Notes are identified as “in the space” or “on the line.”</td>
<td>5</td>
</tr>
<tr>
<td>3</td>
<td>Song: <em>The Lines and Spaces Rap</em></td>
<td>This rap presents two popular mnemonic devices: Every Good Boy Does Fine (lines) and F, A, C, E (spaces).</td>
<td>5, 6</td>
</tr>
<tr>
<td>4</td>
<td>Vlad, the music reading whiz and a story about Winston Churchill</td>
<td>Knowing how to read music facilitates performing the music of others. Practicing can be difficult so it is essential to “Never give up!”</td>
<td>5, 6, 8</td>
</tr>
<tr>
<td>5</td>
<td>Song: <em>The ReggaRap</em></td>
<td>In this song, the guitar plays notes on the lines while the keyboard plays notes in the spaces.</td>
<td>5, 6</td>
</tr>
</tbody>
</table>

*concepts included in the Teacher Guide, but not in the DVD*
Instruct students to write their first name vertically and come up with words that describe themselves. On the IWB, show them the mnemonic device below as an example.

- Quirky
- Unbelievable
- Artistic
- Visionary
- Enterprising
- Ridiculous

Sometimes coming up with a mnemonic for a word you can’t spell will help you to remember it. Such as rhythm:

- Rhythm
- Has
- You
- Tapping
- Her
- Measures

Look at the notes in the musical alphabet; they can be divided into two groups -- notes that are placed on the line, and notes that are placed in the spaces.

Mnemonics can be used to remember the placement of notes in the musical alphabet.

Discussion Points

- Where are notes placed on the staff? 
  *on the lines and in the spaces*
- What was the phrase Quaver used to remember the notes on the lines? 
  *Every Good Boy Does Fine*
- What word spells the notes in the spaces? 
  *F, A, C, E*
- What was unusual about Winston Churchill’s speech? 
  *he only used three words: “never give up!”*
4 CLASS ACTIVITIES

**Throw the Note**

Purpose: Familiarity with lines and spaces of the treble clef staff

Using masking tape, create a 5-line staff on the floor. Instruct students to toss beanbags and name where they land on the staff, according to the location (examples: the 3rd space or 4th line) or note name (examples: C or G). As an alternate activity, challenge them to throw the beanbag to a specific location (examples: the C space or G line).

**Improvise Lines and Spaces**

Purpose: Improvisation and note recognition

Give each student a bell set or any barred instrument (Orff instruments with removable bars work well). Split the class in half and have one group create melodies using notes in the spaces (F, A, C, E), while the other will devise tunes using notes on the lines (E, G, B, D, F). Have students perform their melodies for the class. Be sure to reinforce low F, high E for FACE, and low E, high F for EGBDF.

*Liney Space (Track 1)* has backing music that separately accompanies the two groups. Students will hear four measures of lines music, and then, at the sound of the triangle four measures of spaces music will begin. Take turns letting each group play their melody along with the track. Consider recording students’ creations and playing them back.

**Monster-Sized Melody**

Purpose: Composing, writing, and playing music

Using tuned colored pipes or tuned bells, lay the E pipe/bell on the E line, the F pipe/bell on the F line, and so forth until there is an instrument on every line and space. Work with students to write out a melody by choosing notes from the staff. Have them play the melody on the instruments while standing on the corresponding line or space.

*Note: Make sure the staff is large enough to accommodate students.*
Play a Famous Tune  
**Worksheet # 1**  
**Purpose:** Reading very simple music
Distribute worksheets to students and have them practice playing these well-known melodies using tuned bells, or a keyboard. The activity works both for individuals and groups.

*Note: This activity can take time, but remember what Winston said: “Never give up!”*

VIDEO REPLAY  
**Lines and Spaces Rap**  
**Track 2**  
**Worksheet # 2**  
**IWB 2**
Purpose: Remembering note names by using a song
After reviewing the rap in this episode, give students the worksheet with the corresponding lyrics. Lead them in learning the song **Lines and Spaces Rap (Track 2)** which has instrumental backing with no vocals. When memorized, they can have a performance or even make up a dance to accompany the rap.

5 WEB ACTIVITIES

**QComposer**
Students can use their knowledge of the lines and spaces to create melodies in QComposer. Experiment by rearranging the notes on the staff and listening to how the melody changes. Melody Packets, which are pre-defined melodies, can be used to quickly create an entire song.

**Shop / Bell Pitch Game**
Have students click on the bell in the shop and see what surprises appear! Have them place the bells in order from the lowest pitch to the highest pitch.

**IWB 3**
Play activities on your INTERACTIVE White Board
**6 HOMEWORK**

**Secret Messages**  Worksheet # 3

Purpose: Familiarity with the notes on the lines and spaces

By following the directions on the worksheet, students can decode a message and reinforce their knowledge of note placement.

**My Mnemonics**  Worksheet # 4

Purpose: Looking at lines and spaces in different ways

Students are given a worksheet with letters of the treble clef lines. Ask students to create their own mnemonics to help remember the names of the lines and spaces. Encourage students to draw a picture of their mnemonic to help them remember them.

**7 ASSESSMENT**

**Find that Note**  Worksheet # 5

Using the worksheet that contains a treble clef staff and a list of locations, have students draw notes in those locations.

Extend this activity by:

- Adding stems to notes in correct directions.
- Writing note names under the notes they have drawn.
- Trying to play what they have written on tuned bells, or keyboards.
Language Arts
There are different kinds of mnemonics. Acronyms are pronounceable words formed by using the first letters of a set of words such as NASA (National Aeronautic and Space Administration) or SCUBA (Self-Contained Underwater Breathing Apparatus). Acrostics use the first letters of the set of words to form a sentence such as Every Good Boy Does Fine (EGBDF on the treble clef staff). Explore the differences with students and have them work out an example of each. Try having them turn the names of five friends into an acronym or the first six months of the year into an acrostic.

Art Track 3
Melodies are like landscapes: they have high points, low points, and in between. Have students listen to Himalayas (Track 3) four times. Discuss with students the shape of the melody. On the third and fourth listen have them each draw the contours of the melody on their paper. Get students to make their melody lines into melody landscapes.
Chords are Note Sandwiches  
**Purpose:** Looking at the start of chords and harmony

Chords are really note sandwiches - notes on top of notes played all together. Using Orff instruments or tuned bells, ask students to play F, then add the next note in a space -- A -- on top of it, and then the next space -- C -- on top of that. Voila! A note sandwich (or chord). Ask them to try playing those three notes together. Experiment with different chords. Have students try playing chords in a rhythm to create backing music. Ask students to choose different combinations of three notes played together. Which chords do they like? Which chords do they dislike?

Clef Craziness  
**Purpose:** Introducing the bass clef

In the episode “Middle C and the Grand Staff”, Quaver introduced the bass clef. The lines and spaces in the bass clef are two letters different from the treble clef. The lines start on G and the spaces start on A. Can students figure out what note names the rest of the lines and spaces are in the bass clef? Have students draw the bass clef staff and the correctly labeled notes on the lines and spaces.
Featured Instruments

- Piano
- Electric Guitar
- Voice
- Orff Instruments
- Tuned Bells

TEACHER NOTES