

do re mi Strategy Step - Late Practice Activity 3 Visual


Lesson Segment

Objective

On completion of this lesson segment, students will demonstrate their growing understanding of *do re mi* by practising them in a variety of ways and in increasingly difficult contexts.

Prerequisite Skills and Knowledge

Prior to beginning this activity, students should:

1. have successfully completed all Aural Preparation, Visual Preparation and Present Steps from the  and *do re mi* strategies and have a working knowledge of the staff
2. be able to sing a suitable song well and perform it competently (in tune and at a steady tempo) without the aid of a teacher.

Activity: Melodic alternatives

Description: Students sing known songs, alternating between the words, solfa note names and letter names for each bar.

Alternative Repertoire (from the *do re mi* [Strategy Outline](#)):

- [Mal Mal Mal](#)
- [On the Road](#)

Example Lesson Segment:

- a. [Who's That Yonder?](#) is written on the board in staff notation in an F *do*. The class sings the song with the words, in solfa and in letter names.
- b. Beginning with the words, the class sings the first bar of the song with the words, the second in solfa and the third in letter names, continuing in this way until the song is completed.
- c. The class sings the song through again, singing the first bar in solfa and the second in letter names, continuing in this way until the song is completed.

Extension Suggestion:

- remove the notation from the board
- the class transposes the song on the board into a new *do* e.g. G *do* and repeats the activities above in this new key.

Level 1 – [do re mi Strategy Step - Late Practice Activity 3](#)

<https://dsmusic.com.au/library-item/do-re-mi-strategy-step-practice-late-activity-3/>

This activity relates to concepts, skills and information taught in *Musicianship & Aural Training for the Secondary School*, Level 1, Lesson 10.