


do re mi Strategy Step - Mid 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 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.


Activity: Staff notation melodic sightreading

Description: Students read abstract *do re mi* patterns from staff notation.

Example Lesson Segment:

- An abstract four beat melodic pattern is written in staff notation in an F = *do* on the board e.g.: 
- The teacher keeps a steady beat as the class claps and reads the rhythm names of the pattern.
- The teacher gives the class the starting note (e.g. F), then keeps a steady beat while the class shows the handsigns for the melodic pattern (in the correct rhythm) and inner hears the solfa.
- The teacher continues keeping a steady beat as the class sings the solfa and shows the handsigns for the melodic pattern on the board.

Extension Suggestions:

- the rhythm of the pattern can be made more complicated e.g.: 
- extend the melodic pattern to six then eight beats long
- move the melodic pattern to new keys e.g. G = *do* and C = *do*

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Level 1 – do re mi Strategy Step - Mid Practice Activity 3

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

This activity relates to concepts, skills and information taught in *Musicianship & Aural Training for the Secondary School*, Level 1, Lesson 8.