

# 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  $\int \int \int dx$  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:**

a. An abstract four beat melodic pattern is written in staff notation in an F = do on the board e.g.:



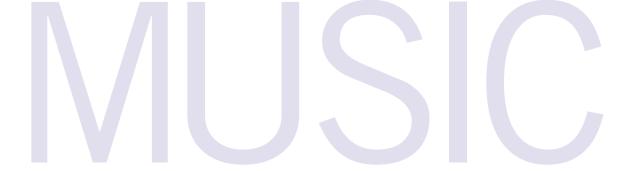
- b. The teacher keeps a steady beat as the class claps and reads the rhythm names of the pattern.
- c. The teacher gives the class the starting note (e.g. F), then keeps a steady beat while the class shows the handsigns for the melodic pattern (in the correct rhythm) and inner hears the solfa.
- d. 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



#### 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.