Day #1

Topics

- Welcome and introduction to the course
- Staff
- Keyboard

Student Learning Objectives

- Students will feel comfortable speaking, asking questions, and being themselves in the classroom
- Students will have a general overview of the course content, goals, policies, grading, etc.
- Students will demonstrate knowledge of the purpose and technical details of the staff
- Students will understand physical design, note names and locations, and acoustic properties of the keyboard
- Students will be able to draw open- and closed- noteheads on the lines and spaces of the staff
- Students will be able to identify steps and leaps, and ascending vs. descending contour
- Students will be able to identify whole steps and half steps between notes on the keyboard

Vocabulary

- Staff
- Pitch
- Note
- Notehead
- Step

- Leap
- Ascending
- Descending
- Keyboard
- Note names (A, B, C, D, E, F, G)

- Black key/White key
- Half step
- Whole step
- Ledger line
- Octave

Materials

- Overhead projection of CUNY Blackboard
- Overhead projection of https://musiclab.chromeexperiments.com
- Overheard projection of keyboard
- Printouts (32) of attendance ticket
- Printouts (32) of blank staff paper
- Printouts (32) of HW #1

Activities

1. Welcome and attendance (5 min.)
2. Definition of music (15–20 min.)
   - Set a timer for 3:00 and have students write a definition of music
   - Students pair up with person next to them, introduce themselves and share their answers for 1:00
   - Discuss answers as a group (try to learn students' names as you call on them)
   - Repeat process with a different process this time: what makes something musical vs. not musical; think of one specific example of something that is musical and explain why it is and think of one example of something that is not musical and explain why it is not
3. Syllabus & course overview (10 min.)
   - Talk through syllabus, course policies, expectations, course content; emphasize:
     • Required materials
     • Two (2) absences totally free

- Grading breakdown
- Two (2) homework assignments will be dropped from overall grade
- Resubmit of HW assignments initially submitted on time
- Scope and content of class
- Attendance tickets
- Schedule in the back of the syllabus = your best friend
  - HW #1 will feature some questions about the syllabus
4. Staff lecture and activities (25 min.)
    - The "material" or "stuff" of music is sound (just like the "material" of painting, for instance, is color); sound is made of waves propagating through the air as frequencies
    - Show frequencies on https://musiclab.chromeexperiments.com
      - Have students clap/snap and see what it looks like; have them match a pitch or hum or whistle and see what it looks like on the Spectrogram
    - Some sounds emphasize one frequency most prominently, in which case we call them pitches; sounds that do not emphasize one frequency can be called noises
      - Play students several examples of each and ask via raised hands with each example is a pitch or a noise
    - When writing music, we need a way to show precisely which pitches we want to be played; this is where the staff comes in: it serves as a sort of map on which we place pitches to let readers of our music know which pitches to play…how high/low to play
    - The staff has five lines and four spaces
      - Point to different points in the staff and ask whether I'm pointing at a line or a space
      - Do the same and ask what *number* line/space I'm pointing at (e.g., 1st line, 2nd space, etc.)
    - Pitches are notates on the staff as notes
      - Have students write closed and open noteheads on each of the lines/spaces
    - When two notes are as close as possible (on adjacent lines/spaces), it's called a step; anything bigger than that is a leap
      - Write examples on board and have students identify if a step or a leap was written
    - When one pitch is higher up than the previous one, it's called ascending; descending when vice verse (this is called "contour")
      - Have students write examples of an ascending step and leap, and descending step and leap
      - Can add to this activity by specifying that the successions start on the *x*th line/space
    - If you want to go higher or lower than just the staff, use ledger lines
      - Space them about the same as the lines/spaces of the staff itself
      - Notes directly above and below staff do not need ledger lines (e.g., first space above and below staff); first ledger line you need is the first *line* above/below the staff
      - Have students write four steps above and below staff
5. Keyboard lecture and activities (15–20 min.)
    - The keyboard is often considered a universal musical instrument; as a musician, no matter your primary instrument, you usually communicate with others through the keyboard
    - The keyboard consists of white and black keys (88 keys on a standard piano); the note to the right are higher in pitch and the notes to the left are lower
      - Play two or more notes and ask students which one was highest/lowest
    - The keys (like notes on a staff) are named by letter names using the first seven (7) letters of the alphabet: A-B-C-D-E-F-G are the names of the white keys (don't worry about the names of the black keys just yet)
      - Chant through the letter names in a variety of ways: forwards, backwards, starting on each letter, skipping one letter at a time, etc.

- Moving from any key to an adjacent one is a step; moving from any key to a non-adjacent one is a leap
  - Point to two notes and ask students wether it's a step or a leap
- There are two different types of steps: <mark>whole steps</mark> and <mark>half steps</mark>
  - A whole step occurs if there's a black key separating the two white keys you're stepping between; a half step occurs if there is no black key separating them
- Since the note names on the keyboard (and the staff) restart after going through the seven letter, we call the distance between two notes of the same name an <mark>octave</mark>
  - Start pointing at a note, slowly move down/up, and tell class to shout/raise their hand when I've reached an octave

Homework

- Assignment #1 is due next class (class meeting #2)
- Acquire course materials by start of 3rd week