



# Education Through Music Lesson Plans

## FIRST GRADE

### The Staff: The Home Where the Notes Live

#### CURRICULUM CONNECTIONS

Math: Patterns

Social Studies: Habitats

Science: Making inferences

#### AIM

Students will understand the musical staff by brainstorming about where things live, analyzing line & space patterns, walking and making patterns on a floor staff, and drawing the staff.

#### MATERIALS

Floor staff

Blank paper

Crayons/markers

Pitched instruments

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#### ASSESSMENT

At the end of class ask:

What do we call the place where the notes live?

How many lines and spaces does the staff have?

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#### ENRICHMENT IDEAS

A hand staff is an easy way for the children to remember the number of lines and spaces. The hand staff is usually used with the thumb on top. The students first touch line and space notes. Then they practice with steps and skips, and finally solfege on the hand staff gives them a powerful hands-on experience that helps retention.

The floor staff is another great way for students to "be" the notes. The staff is usually made out of masking tape with the spaces about a foot wide. Have students move from line to line or space to space. Eventually move to solfege and the children become the notes of a song! Once on the staff they can hold flash cards with solfege names or rhythm symbols. A student composer can be chosen and they can create their own song which the class can then perform!

#### PROCEDURE

1. Brainstorm and create a web diagram on where people and animals live. Have a discussion.
2. Explain that music lives in a house called the staff, and the staff has a pattern. Use the class to create the 5 line, 4 space pattern.
3. Draw the staff on the board. Point to each line and space and have the students identify as such. Reinforce how many lines and spaces.
4. Tell the students that they are now going to go into the "music's house." Have the class line up around the staff on the floor and have each student stand on a line or a space.
5. After the class identifies the lines and spaces on the floor staff, place the kids in ascending and descending patterns and see if they can make an inference on whether the notes will sound higher or lower when played on a pitched instrument.
6. Have the class practice drawing their "musical house." Have them label each line and space with a smiley face or an "x." If there is time have the students draw a roof on their house and decorate it.

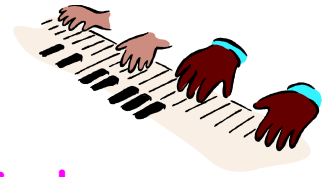
Name:

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Class:



# Music Resource Sheet

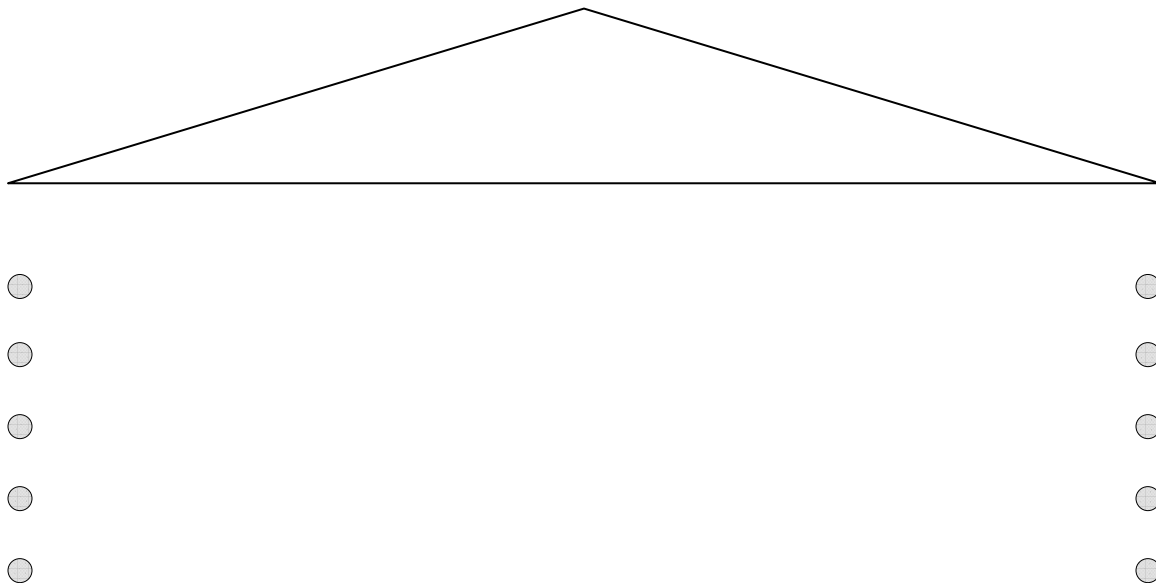


## The Staff - Where the Notes Live!

DRAW a staff and decorate the house. (Use the dots to help you draw straight lines.)

DRAW an "X" on each line.

DRAW a 😊 on each space.



How many lines does the staff have? \_\_\_\_\_

How many spaces does the staff have? \_\_\_\_\_

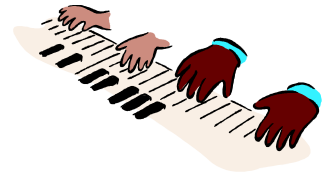
Name:

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Class:



# Music Resource Sheet



## Homes of Many Families

DRAW a line matching the families to their homes.

### Different Families



### Different Homes

