



Switch Game

An activity to help pupils feel the beat and perform different note values

Kathy and David Blackwell

Backing 1

Pupil claps/plays D

Musical notation for Backing 1 in G major, 4/4 time. The treble clef part has a whole rest in the first bar, followed by a dotted half note G4 in the second bar. The bass clef part has a quarter note G2, a quarter note A2, a quarter note B2, and a quarter note C3. A double bar line with repeat dots follows. The treble clef part has four bars of chords: G4-B4, G4-B4, G4-B4, and G4-B4. The bass clef part has four bars of chords: G2-B2, G2-B2, G2-B2, and G2-B2. The text '1, 2, rea - dy clap/ play!' is written above the first two bars.

4

repeat ad lib. to end

Musical notation for Backing 1 continuation. The treble clef part has four bars of chords: G4-B4, G4-B4, G4-B4, and G4-B4. The bass clef part has four bars of chords: G2-B2, G2-B2, G2-B2, and G2-B2. A double bar line with repeat dots follows. The treble clef part has two bars of chords: G4-B4 and G4-B4. The bass clef part has two bars of chords: G2-B2 and G2-B2. A final double bar line with repeat dots is at the end.

Backing 2

Pupil claps/plays D

Musical notation for Backing 2 in D minor, 4/4 time. The treble clef part has a whole rest in the first bar, followed by a dotted half note D4 in the second bar. The bass clef part has a quarter note D2, a quarter note E2, a quarter note F2, and a quarter note G2. A double bar line with repeat dots follows. The treble clef part has four bars of chords: D4-F4, D4-F4, D4-F4, and D4-F4. The bass clef part has four bars of chords: D2-F2, D2-F2, D2-F2, and D2-F2. The text '1, 2, rea - dy clap/ play!' is written above the first two bars.

4

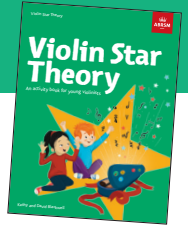
repeat ad lib. to end

Musical notation for Backing 2 continuation. The treble clef part has four bars of chords: D4-F4, D4-F4, D4-F4, and D4-F4. The bass clef part has four bars of chords: D2-F2, D2-F2, D2-F2, and D2-F2. A double bar line with repeat dots follows. The treble clef part has two bars of chords: D4-F4 and D4-F4. The bass clef part has two bars of chords: D2-F2 and D2-F2. A final double bar line with repeat dots is at the end.

How to play

- Choose and play one of these backings to accompany the rhythm grid activities on pp. 5 and 6.
- Ask your pupil to clap or play different note values on the open D string.
- Choose a note value to start, then, when you say 'Switch!', have the pupil change to a different note value. Call 'Switch!' after two bars (or one, when they're more confident with the activity).

For example: choose crotchets and minims. The pupil begins by clapping (or playing) crotchets then switches to minims when you say 'Switch!'. Choose other pairs of note values. For three or more note values, tell the pupil the sequence before you play – for example: crotchets, quavers and minims – and have them move to each in turn every time you say 'Switch!'.



The Stem Song (to the tune of 'The wheels on the bus')

Add stems going up or down to the noteheads in this song.

VERSE 1

The stems on a note go up on the right



Up on the right



up on the right



Stems not too long or too short.

The stems on a note go up on the right



All day long!

VERSE 2

The stems on a note go down on the left



Keep the stems straight.

Down on the left



down on the left



The stems on a note go down on the left



All day long!

VERSE 3

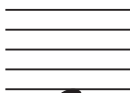
The stems on a note go up



and down



Up

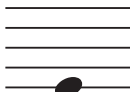


and down



Stems go up on the right and down on the left.

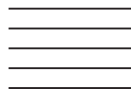
up



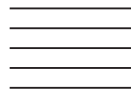
and down



The stems on a note go up



and down



All day long!



Sing this song to help learn about stems.



The Stem Song

Traditional
arranged with words by Kathy and David Blackwell

Pupil

1. The stems on a note go up on the right,
2. The stems on a note go down on the left,
3. The stems on a note go up and__ down,

5
Up on the right, up down on the right, The stems on a note go
Down on the left, down on the left, The stems on a note go
Up and__ down, up and__ down, The stems on a note go

8
up on the right, All day long!
down on the left, All day long!
up and__ down, All day long!

1.2. | 3.



Note Race!

A note recognition game: pupils have to identify the note named by the teacher by placing a counter on the correct line or in the correct space of the stave.

What's needed? The stave at the back of the *Violin Star Theory* book, some counters, and some # and b signs made from card.

How to play: The teacher names a note, e.g. 'open D string'. The pupil has to place the counter in the correct place as quickly as possible. One point for each correctly placed counter. Deduct one mark for a wrongly placed counter.

Use a timer and see how many points your pupil can get in one minute.

Variations

Lines and spaces: The teacher asks the pupil to place a counter on a particular line or in a particular space, e.g. 'Put a counter on the 3rd line'. One point for each correctly placed counter. Deduct one mark for a wrongly placed counter.

Name and play: Place a counter on any line or in any space. The pupil names the note then plays it on their violin. One point for each correctly named and correctly played note. (Use # or b sign cards if required.)

Make a tune: Choose four or five counters and ask your pupil to arrange them in any order on the stave. Then get them to play their tune on the violin, in free rhythm.

Note race: choose a piece your pupil is learning. Call out a note that appears in the piece. How quickly can they point to it? A rhythm element can be added here, e.g. 'point to a crotchet (quarter-note) open D', or 'point to a semibreve (whole-note) G'. Then swap over: ask your pupil to call out a note from their piece and you find it.

