



## NOTES AND REST VALUES



**Learning Goal:** Students will be able to identify and name different note and rest values.

**Curriculum Expectation(s):**  
 C1.2 Demonstrate an understanding of, and use proper terminology when referring to, fundamental concepts associated with notation.



Lesson Information	Teachers' Notes	Minds On	Action!	Consolidation
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Nov 4-10:28 AM

Subject: Instrumental Music

Topic: Theory

Grade(s): Nine

Prior knowledge: No prior knowledge needed

Cross-curricular link(s):

**Lesson notes:** \_\_\_\_\_

For the minds on activity, students will need to be able to add very quickly. You may want to try and partner those at a similar level. It can be frustrating for them to loose over and over again. They should feel like they are getting faster each time they do it.

Lesson Information	Teachers' Notes	Minds On	Action!	Consolidation
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Nov 4-10:28 AM

### MINDS ON (Elicit & Engage)

**FAST FINGERS GAME**

As students enter the room, ask them to choose a partner and stand facing each other. Next, have them place one hand behind their back. Together students count to three (as if playing rock, paper, scissors), and on three display whatever number of fingers on the hand that was behind their back. The fastest of each pair to call out the total number on both hands displayed wins.

After the students get the idea of the game and have had some practice, ask them to use both hands. This game should only take a few minutes, the idea is its fast and just gets their minds working.

**\* NOTE:** The trick to this game is knowing already what you have in your hand and quickly adding that to your opponents hand. You may need to give them this tip if they are having difficulty.

Mar 19-7:45 AM

### ACTION! (Explore & Explain)


- 1) Give a copy of the following Three worksheets to each member of the class. Put the first worksheet up on the Smartboard and read through with the class. Fill in the table at the bottom of the worksheet together - making sure everyone understands.
- 2) Have the students look at page 2 and put it up on the Smartboard. Have them read the sheet and answer the questions at the bottom of the sheet. You can do this together or ask students to do in pairs or alone, depending on the ability and prior knowledge of the class. Fill in the correct answers on the Smartboard page as you take up the questions.
- 3) Open the last worksheet up on the Smartboard and do the first few questions together. Then have students complete the sheet alone or in partners. When everyone is completed, have student volunteers come to the board and write their answers in the spaces provided. Discuss and problems or difficult questions as a class.

Mar 19-7:45 AM


SWS #15  
NAME \_\_\_\_\_

In order to communicate in the language of music notes not only have to be placed on a staff but they must also communicate through rhythm. The duration of the notes can change the message a melody wants to convey. It is important that you know the duration (length) of the notes to properly perform the music.


Whole note  $\bigcirc$  = 4 beats (each) = Whole rest  $\text{—}$




Half notes  $\text{P}$  = 2 beats (each) = Half rests  $\text{—}$




Quarter notes  $\text{f}$  = 1 beat (each) = Quarter rests  $\text{f}$



Eighth notes  $\text{f}$  = 1/2 beat (each) = Eighth rests  $\text{f}$



Eighth notes beamed together = 1 beat per group = total here 4



Fill in the following table:  
 1 whole note = \_\_\_\_\_ half notes  
 2 half notes = \_\_\_\_\_ quarter notes  
 4 quarter notes = \_\_\_\_\_ eighth notes  
 2 whole notes = \_\_\_\_\_ quarter notes  
 4 eighth notes = \_\_\_\_\_ quarter notes


MT Music Education 202

Mar 2-9:06 AM


Duration handout

**NOTES AND RESTS VALUES**


Music is written in a language of symbols. These symbols are written on a staff that has 5 lines and 4 spaces. We will learn more about naming these lines and spaces later. Now, we are going to focus on note and rest value (duration). Each note and rest is assigned a certain value.  
When writing notes on a line, the line goes through the middle of the note. When writing notes in a space the total note is placed inside the space.



A whole note and whole rest each receive 4 beats (counts)



A half note and half rest each receive 2 beats.



A quarter note and quarter rest each receive 1 beat.

Answer the following:  
 1) How many quarter notes in a whole note? \_\_\_\_\_  
 2) How many half notes in a whole note? \_\_\_\_\_  
 3) How many quarter notes in a half note? \_\_\_\_\_  
 4) How many half rests in a whole note? \_\_\_\_\_  
 5) How many quarter rests in a half rest? \_\_\_\_\_

MT Music Education 15

Mar 2-8:57 AM

Duration handout

6) Add the following note and rest values and place the answer in the blank at the end of each line.

a)  $\bigcirc + \text{P} + \text{—}$  = \_\_\_\_\_

b)  $\text{P} + \text{f} + \text{—} + \bigcirc$  = \_\_\_\_\_

c)  $\text{f} + \text{f} + \text{P} + \bigcirc$  = \_\_\_\_\_

d)  $\text{P} + \text{P} + \text{—} + \text{—}$  = \_\_\_\_\_

7) Write two notes/rests that are equal to the following notes/rests:

a)  $\bigcirc$  = \_\_\_\_\_

b)  $\text{P}$  = \_\_\_\_\_

c)  $\text{—}$  = \_\_\_\_\_

d)  $\text{—}$  = \_\_\_\_\_

8) Add the following so that the equation balances.  
Example: \_\_\_\_\_ = 4 half notes

a)  $\text{f} + \text{f} + \text{P} + \bigcirc$  = \_\_\_\_\_ half notes

b)  $\text{P} + \bigcirc + \text{f} + \text{—}$  = \_\_\_\_\_ quarter notes

c)  $\text{—} + \text{P} + \text{f} + \text{f} + \bigcirc + \text{—}$  = \_\_\_\_\_ whole notes

d)  $\text{P} + \bigcirc + \text{f} + \text{f}$  = \_\_\_\_\_ half rests

e)  $\bigcirc + \text{—} + \text{P} + \text{—}$  = \_\_\_\_\_ quarter notes

f)  $\bigcirc + \bigcirc + \text{P} + \text{P}$  = \_\_\_\_\_ whole rests

g)  $\bigcirc + \text{P} + \text{—} + \text{f} + \text{P} + \text{f}$  = \_\_\_\_\_ half notes

h)  $\text{P} + \text{f} + \bigcirc + \text{f} + \text{—}$  = \_\_\_\_\_ quarter notes

i)  $\text{—} + \text{—} + \text{f} + \text{f}$  = \_\_\_\_\_ whole notes

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Mar 2-8:59 AM

**CONSOLIDATE & DEBRIEF**  
(Elaborate, Evaluate, & Extend)

Ask students to write 3 note-value equations of their own which may be used for a quiz next class.

**EXIT CARD**

In the space provided, write 3 of your own note value equations. Quality examples will be used in tomorrow's quiz.

1) \_\_\_\_\_

2) \_\_\_\_\_

3) \_\_\_\_\_

Mar 19-7:45 AM

## Attachments

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