

# Tin Whistle & Music Theory

## Week 8

### MUSIC THEORY (~20 minutes)

#### 1. Review Grammar from Week 7

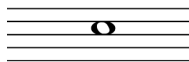
Specifically, the definitions of staff and note.

#### 2. Pass out staff paper and a pencil or dry erase marker for each student

Tell students that they will learn how to draw notes on a staff today. Explain that notes can be written on a line or in a space.

#### 3. Whole Note

Draw and define a whole note, then prompt students to do the same.



#### 4. Half Note

Draw and define a half note. Point out the stem. Prompt students to draw their own.



*For older students:* mention that notes below the center line have stems that go up from the right side of the note, while notes on or above the center line have stems that go down from the right. Stems also have a specified length (one octave from the note), but you can explain it as "not too long, not too short".

#### 5. Quarter Note

Fill in the note head of your half notes. Define a quarter note, then prompt students to draw their own.



#### 6. Dotted Half Note

Draw and define a dotted half note, then prompt students to do the same.



#### 7. Eighth Note

Tell students there is one final note to learn. Draw three whole notes. Add stems to turn them into half notes. Color in the heads to turn them into quarter notes. Finally, add a beam to two and a flag to the third. Define an eighth note, then prompt students to draw their own.



#### 8. Clefs

Draw and define a treble clef, then prompt students to draw their own. Explain that a treble clef is an extra fancy capital letter G. Show how the "G" wraps around the second line; this clef lets the musician know where the note G is. Briefly define a bass clef, but explain we will not be using it because tin whistle notes are too high to be written on that clef.



*Note:* Drawing a treble clef may be difficult for younger students

#### 9. Note Names in Treble Clef

Explain: Now that we know the treble clef show us where G is, let's learn the rest of the notes.

The Foundations Guide (pg 162) has a fun rhyme to help remember note names. A gender-neutral option is: Every Good Burger Deserves Fries.

### TIN WHISTLE (~10 minutes)

#### 1. Left Hand Notes

Explain that we will be learning left hand notes.

*Note:* younger students may find it awkward to hold the tin whistle with only one hand and the other thumb. It is okay if they need to grip the bottom of the barrel with their right hand.

*Optional:* Explain tonguing - making a "tu" motion with the tongue to separate notes. Mention that tonguing helps the tin whistle sound smoother, and keeps the player from getting dizzy.

Review the **B** note from Week 7. First in *chin position*, then playing together.

Return tin whistles to chin position. Demonstrate how to finger an **A** note. First in chin position, then playing together. Point out that the A is lower in pitch than the B.

Return tin whistles to chin position. Demonstrate how to finger and play a **G** note. Point out that the G is lower in pitch than the A and B.

#### 2. Work on the Left Hand Exercise.

While preparing, refer to the Week 8 appendix on pages 161-163 of your Foundations Guide.

# **Tin Whistle & Music Theory**

## **Week 8 – Vocabulary**

**Whole Note:** a note that is not filled in and has no stem, flag, or beam.

**Stem:** a vertical line attached to a note; stems can go up or down, depending on the location of the note on the staff.

**Half Note:** a note that is not filled in and has a stem.

**Head:** the oval shape of a written note; placed on a line or a space; can be open or filled in.

**Quarter Note:** a note that is filled in and has a stem.

**Dotted Half Note:** a note that is not filled in, has a stem, and a dot after the note.

**Flag:** a shape at the end of a note's stem; used for a single eighth, sixteenth, or thirty-second note.

**Beam:** a solid line connecting the stems of two or more notes; used for groups of eighth, sixteenth, or thirty-second notes.

**Eighth Note:** a note that is filled in, has a stem and a flag; two or more notes that are filled in, have stems and are connected by a beam.

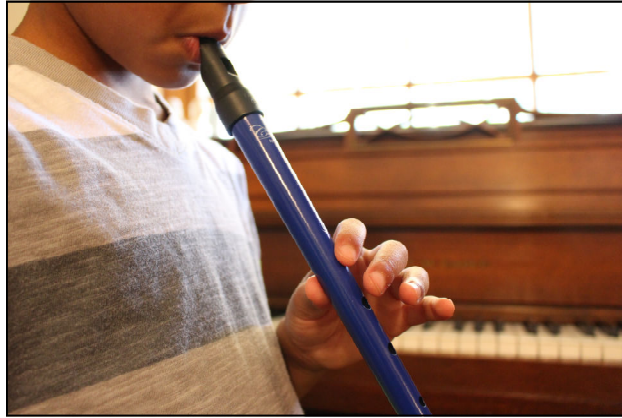
**Clef:** located at the beginning of each line of music; tells the player how to read the notes on the staff.

**Treble Clef:** a clef that curls around the second line of the staff; also called the G Clef.

**Bass Clef:** a clef that curls around the fourth line of the staff; also called the F Clef.

# Left Hand Notes

B



Remind students to "hover" their other left hand fingers when playing a B. This makes it easier to find other left hand notes.

A



G

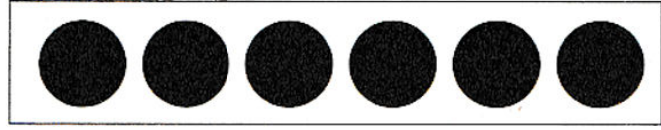
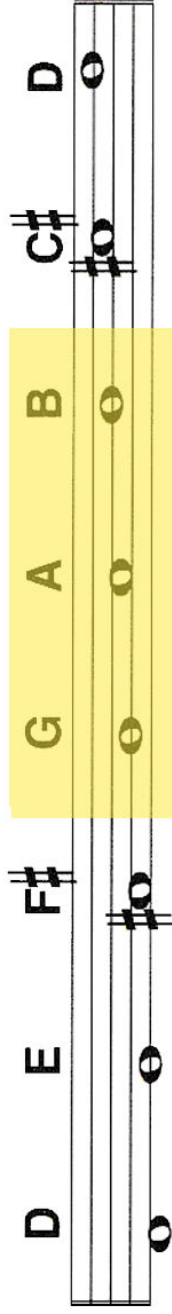


The G can be difficult for little hands. During the stretch to find the third hole, their second finger tends to move off the second hole. This will result in a "G" that sounds exactly like a B, or a squeak. This is okay! Encourage young students to play to the best of their ability; finger dexterity will improve with age.

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# Tin Whistle Chart

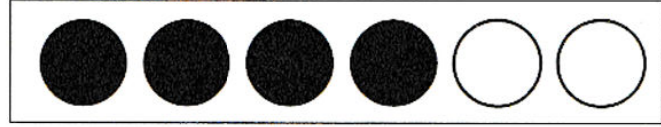
## PLAYING THE D SCALE



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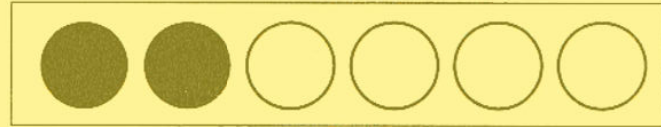
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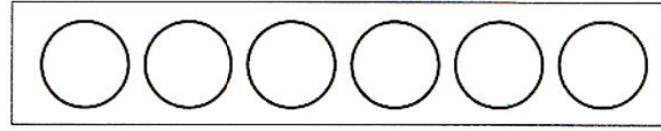
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Finger Code

