



Tin Whistle Plans (Weeks 7-12)

Week 7: Introduce Tin Whistle & Music Symbols

Vocabulary: discord, cacophony, mouthpiece, fipple, finger holes, barrel, finger code, notes, note names, staff, melody, symphony and harmonize.

1. Train them to start and stop with the conductor.

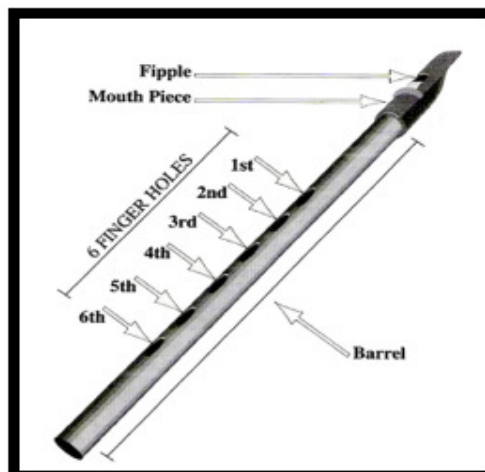
- Hands out and open = blow
- Hands closed into fists = NO blow
- Practice with voice, saying “ahhhh”, following conductor's instructions.

2. Discuss 3 positions

- Lap position
- Chin position
- Play position

3. Identify parts of the tin whistle

- Finger holes 1-6
- Fipple
- Mouth piece
- barrel



4. Play a quick game of “Simon Says”

- Parts of the tin whistle – Simon says touch the piece, simon says put whistle in chin position, etc...

mouth

5. Show proper tin whistle hold

- Place tape on left hand – “tape on top”)
- Teach finger positions 1-3 on left hand, Play “Simon Says” to practice fingers 1-3
- Stress importance of FLAT fingers to completely cover holes.
- Teach finger positions 4-6, play “Simon says” to practice fingers 4-6

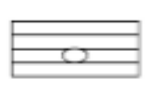




6. Musical Staff Introduction & notes on the staff

- Each note has a name (use diagram on p. ???)
- A SCALE is 8 notes from D to D.
- The musical alphabet only goes to G, then starts again.
- Teach finger positions with the name of the note. Play “Simon Says” with note names.
- Encourage little puffs – one steady stream, think of saying “da, da, da” as you puff.
- Model playing one note and they copy.

Week 8: Left hand exercise, Musical symbols & meanings

Vocabulary: p. 161 Foundations Guide

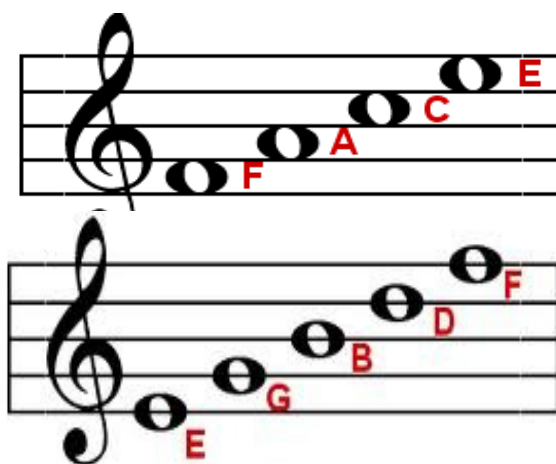
- Staff: A group of 5 lines used for writing the notes of a song.
- Clef: A sign placed at the beginning of a musical staff to determine the pitch of the notes.
- Treble clef: A symbol indicating that the second line from the bottom of a staff represents the pitch of G. (Also called *G clef*.)
- Bass clef: Another clef that looks like a “C”, but we will always use treble clef with tin whistle.
- Whole note: Equivalent to 4 quarter notes.
- Half note:
- Quarter note:
- Eighth note
- Dotted half note:
- Stem: The line on the note.
- Head: The “oval”.
- Flag: Attached to a single eighth note.
- Beam: Connects groups of eighth notes.

				
Whole Note	Half Note	Quarter Note	Dotted Half Note	Eighth Note with Flag

1. Use a tablecloth or butcher block paper. Draw staff lines and a treble clef on the left side. Allow the kids to use paper plates to identify note names. (*Staff line practice sheets are on p. 182 of Foundations Guide*)



STAFF = 5 lines and 4 spaces



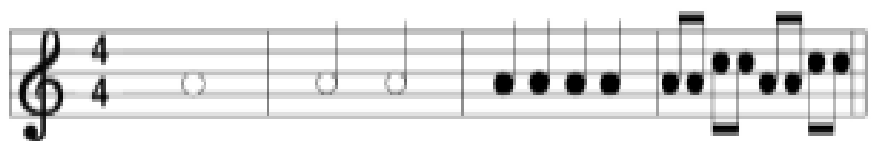
“Every Good Boy Does Fine”

2. Play the fly swatter game to teach notes (using cards from CC Connected.)
3. Review the role of the conductor & practice with voices. Then practice with whistles, encouraging them to watch for your signal.
4. Identify notes with words, covering the proper finger hole (while in chin position.) Once familiar, play the note & ask them to mimic you (one at a time.)
5. Try *Left Hand Exercise*, p. 176 in *Foundations Guide* - 3 notes at a time.
6. Start teaching them *Mary Had a Little Lamb* - say the finger names to the melody. Then sing the note names to the melody (as you do the finger positions in chin position).

Week 9: Musical Symbols, Rhythm & Right Hand Tin Whistle

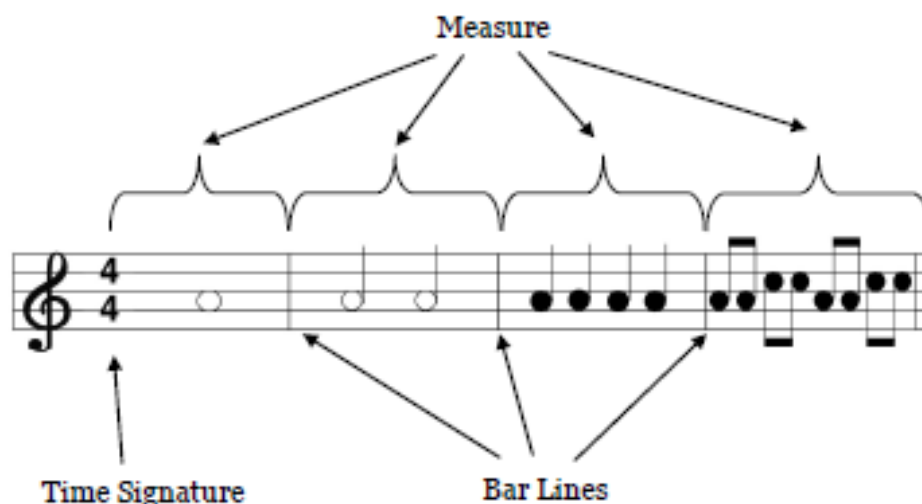
Vocabulary: p. 164 Foundations Guide

- **Rhythm:** The pattern that the notes take when played. Some for a longer time, some for a shorter time.



Ta-ah-ah-ah Ta-ah Ta-ah Ta Ta Ta Ta Tee-tee Tee-tee Tee-tee Tee-tee

- **Time signature:** The two numbers on top of each other, just after the clef sign at the beginning of each staff. The top number tells how many beats in a measure, bottom tells what kind of note gets ONE beat.
- **Measure:** A unit on the staff that contains the number of beats shown by the time signature. Measures are formed by bar lines.
- **Bar lines:** Vertical lines drawn through the musical staff, dividing it into equal sections.



1. Clap *Mary Had a Little Lamb* rhythm. Clap *Jolly Old St. Nicholas* (it has quarter notes.)
2. Review treble clef names (notes on a space spell FACE, notes on a line = Every Good Boy Does Fine)
3. Teach Right Hand Exercise – p. 167 Foundations Guide. Begin in chin position, ask students to cover all 3 left hand holes. Place thumb under 4th hole and cover 4th hole with index finger. Reviewing note names in the exercise 3 notes at a time and having students mimic you (“repeat after me”) in chin position and then in play position (playing).
 - 4th hole = F sharp
 - 5th hole = E
 - 6th hole = D
4. **Review notes for** *Mary Had a Little Lamb* in chin position, then have students play one by one or two by two while others listen.

Week 10: Musical Scale, Playing a simple tune

Vocabulary: *p. 168 Foundations Guide*

- Scale: Make up of seven notes – **A B C D E F G**



- Octave: A group of eight (ask what else they know starts with octa/octo – octopus, octagon)
- Sharp: The # sign, shown before notes on the staff. A sharp is a half-step higher on the scale than the same note without the # sign.



- Flat: A symbol that looks like a fancy “b” and is shown before a note. A flat is a half-step lower on the scale. (A trick to remember is to think of how a tire goes flat, it goes lower.)



- Tempo: The rate of speed music is played.
1. Explain to the kids a scale has 8 notes and teach the students the word octave. Demonstrate scale. Have each child try the scale.
 2. Teach sharps - show it on the board how we write it on the staff - that the sharp sign always precedes the note, but it is said note name first, sharp second (F sharp, C sharp)
 4. Show how to write a flat. (E flat) Again flat sign goes first. Sharp raises a note half step and a flat lowers a note one half step.
 5. Practice RIGHT and LEFT Hand exercise (*p. 169 Foundations Guide*)
 6. Practice playing the D Scale on the tin whistle (*p. 169*) Encourage kids to play with an even tempo.
 7. Play the first line of *Jolly Old St. Nicholas* or *Mary Had a Little Lamb*.

6-6-2-2 / D-D-A-A

Week 11: Musical Dynamics & Playing More Tunes

Vocabulary: p. 171 *Foundations Guide*

- Crescendo: A gradual increase in the volume of music.
- Legato: Smooth, connected notes.
- Staccato: Disconnected, short, clear-cut notes
- Rest: No sound.



Whole Rest (4 beats)	Half Rest (2 beats)	Quarter Rest (1 beat)	Eighth Rest (1/2 beat)

- The eighth rest has a flag on it, just like the eighth note.
 - Half note looks like a hat. (sits on the 3rd line)
1. Practice Crescendo (getting louder, gradually) and Decrescendo (getting quieter.)
 - Use *Mary Had a Little Lamb* - every time we get to "Little Lamb" we will crescendo and on "white as snow", decrescendo. Demonstrate by singing then have class sing it with you to demonstrate the dynamics.
 2. Play the fly swatter game with the rests after teaching half, whole, eighth, and quarter rests.
 3. Staccato (disconnected and short notes) and Legato (smooth and connected). Sing *Mary Had a Little Lamb* in a staccato way. Play on tin whistle staccato by closing the puffs with your tongue. Sing it legato.
 4. Rests - whole rests and half rests - show how they are drawn on third line of staff - whole drops down, half sits up (like a hat.)
 - When we clap out rests, we spread our hands apart instead of clapping them together.
 5. Practice Left Hand and Right Hand exercises and *Mary Had a Little Lamb* (two at a time.) If they have mastered *Mary Had a Little Lamb*, try *Jolly Old St. Nicholas*, adding measures to last week's first measure. Try applying crescendo, staccato, legato to your playing.

Week 12: More Musical Dynamics & Celebrating with Music

Vocabulary: *p. 173 Foundations Guide*

- Piano: soft ***p***
- Forte: loud or forceful. ***f***
- Mezzo piano: medium soft; ***mp***
- Mezzo forte: medium loud; ***mf***

1. Review:

- Identify staff, quarter notes, half notes, measure, whole notes.
- Clap out *Twinkle, Twinkle, Little Star* to practice rhythm.
- Review the *Treble Clef Note Name Rhyme*

*When a note is on a line,
Every **Good Boy Does Fine**.
When a note is on a space,
It spells the word **FACE**.*

- Review any vocabulary not mastered.

****Try learning *Jolly Old St. Nicholas* for Friends/Family Night?**