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They are designed not to be noisy or feel uncomfortable in your hand. This helps learning feel pleasant and also assists the class in maintaining its discipline.

To give the lessons variety and also provide a cross check of understanding, students will work together with one set of materials for certain games; then in later games, they will have their own materials and work side by side.

Cooperative learning, not competitive learning

It's important that the students treat each other with respect and kindness. Since the nature of the games is to provide them with the opportunity to win while they are learning, I want them to be supportive of each other rather than competitive.

All the games are uniquely designed so students work together for a common goal rather than trying to beat each other by finishing first. Contrary to most game playing, everyone wins. And it works amazingly well when everyone wins.

I want learning to be a joyous experience that students enjoy together under the guidance of a teacher who is enthusiastic and supportive.

We have fun in class! When we have fun it conveys a nonverbal message that the subject of music theory is a manageable subject to master. Students don't worry or become stressed since the information is well within their reach. They have time to learn.

However, class dynamics requires that we move along at a very fast clip. Young minds are quick. And lucky that they are, for they help keep our adult minds agile.

Learning is naturally easy

Learning is a natural part of life and something that can be done without effort. Step outside in the morning and learn what the temperature is so you know what to wear. Look in the mirror after a haircut and know if the reflection is flattering and likable. Spend enough time around another person and, without effort, you will learn many things about that person. In fact, you learn a lot about a new person in just a few moments, if instincts are trusted.

Learning does not have to be a trial, a test or a disappointment. Learning does not have to be a situation where one feels small minded or unable to understand or to feel unlikable.

Learning can be easy. It can be joyous and intensely satisfying. It can be encouraging and fulfilling and leave us hungry for more. Learning must be all of these things.

How to entice students to want to learn

So, what is the matter with the traditional concept of formal learning?

Perhaps teachers haven't thought about using basic philosophies to trigger a student's interest. Without interest, nothing can grow.

GAME 5-2: DICTATION WITH ONE STAFF BOARD

OBJECTIVE:

To take melodic dictation using the staff

IN BRIEF:

Using blank *Notes With Letters* and the *One Staff Board*, students work together to learn how to write simple patterns. They have their own *Number Slates* on which to first write the pattern.

AGES:

Kindergarten and older

MATERIALS:

- 1) Piano
- 2) *Number Slates* and pencils
- 3) *One staff board*
- 4) *Clefs puzzle*
- 5) Blank side of *Notes & Rests*
- 6) *Dictation Slates*
- 7) *Magic Notes* and *Magic Wands*

REPETITIONS:

5-10 patterns

PROCEDURE:

Use the G above middle C as the starting note since the five note scale needs neither sharps, flats nor ledger lines. It also fits comfortably in the middle of the staff.

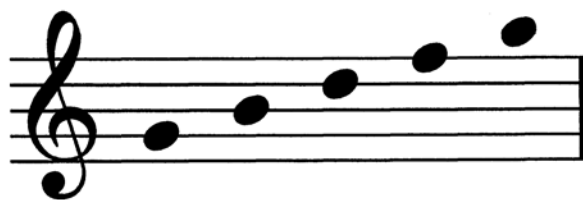
Ask the students to sit around the *One Staff Board* and place the treble clef correctly. Place the *Notes* on the *Board*, ready for the first pattern.

"First let's practice writing out patterns without any sound. Our starting note will be G." Let a student put G on the staff. "The first pattern is 1 2 3 4 5 5. Who wants to try writing it?"



There are several common misconceptions students might have when transferring sound into notes on a staff.

- 1) They may want to write only on the lines.



corrected