

Practice Activities for: do re mi

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The following series of activities are suitable for Lower Secondary-aged students and older beginners. They may be introduced after the pitch elements do-re-mi have been presented (made conscious). The activities may also be adapted for other tone sets and different stages of development.

Early Practice Activities

- Derive the *sol-fa* to previously taught songs (such as Sue O’Gan, Good News, Long Legged Sailor)
- Write known songs onto staff with C, F or G = *do*
- Sing known songs from stick notation or staff notation in the following ways:
 - (a) *sol-fa* and hand signs
 - (b) text and hand signs
 - (c) rhythm names and hand signs.
- Sing known songs in letter names with C, F or G = *do*
- Identify known songs when sung on *loo* (neutral syllable)
- Identify known songs from hand signs
- Class sings known songs, one group sings all *do*’s, another group sings all *re*’s, third group sings all *mi*’s
- Sing known songs in *sol-fa*, or letter names while conducting.
- Identify and sing known song material from tone ladder.
- Echo singing:
 - the teacher sings *sol-fa* and signs, students echo *sol-fa* and hand signs;
 - the teacher sings on *loo* (neutral syllable) and hand signs, students echo *sol-fa* and hand signs;
 - the teacher sings on *loo*, no hand signs students echo *sol-fa* and hand signs.
- Write the correct stick notation to known songs.
- transfer stick notation to staff notation – known and unknown material.
- transfer staff notation to stick notation – known and unknown material.
- Identify known songs from stick notation, staff notation, just rhythm or just *sol-fa* (written or performed)
- Correct mistakes in staff or stick notation. (written)
- Correct mistakes in *sol-fa*, hand signs, letter names performed. Students could be asked to correct intellectually or vocally.
- Sing known material in *sol-fa* , students sing back in time names

Middle Stage Practice Activities

- Inner hearing (audiation) activities:
 - i. Sing known songs, but omit either *do*, *re* or *mi*'s singing this sound "inside head".
 - ii. Sing words of known songs, but sing first beat/ second beat etc. inside head.
 - iii. Sing a known song in either *sol-fa* or words and on a given signal, stop singing and imagine the song "inside your head". Signal could be an open or closed palm. Can use the analogy of traffic lights (red light for inner hear, green light for sing).
 - iv. Divide class in two, using two hands as traffic lights, students sing or inner hear as hand directs.

- Teacher sings phrase using song lyrics, but students echo the phrase singing in *sol-fa*

- Sight Singing:
 - i. Students sight sing from teachers hand signs
 - ii. Students sight sing from flash cards
 - iii. Students sight sing from teacher pointing to tone ladder.

- Teacher improvises using *do*, *re* and *mi* by humming a short melodic phrase. Students sing back the phrase using *sol-fa* and hand signs.

Late Stage Practice Activities

- Read from teacher's hand signs to sing a short melodic phrase using letter names.

- Sing known song material and clap the rhythm pattern for the song in canon.

- The teacher performs a short melodic phrase on piano and students sing back in *sol-fa* or letter names.

- Sing known song material by phrase or bar at teacher direction.

- *Sol-fa* hand signs, letter names, time names.

- Sing and play known song material in canon with yourself.

- Improvise answering phrases to a given melodic question phrase.

- Improvise short melodies using *do*, *re* and *mi* to a given rhythm pattern.

- Compose melodies to given rhythm pattern, play and sing.

- Compose melodies including rhythm, play and sing.