

Rapid Prototype Final Submission Form

Notes I need to run or understand the project:

The project is self running. There are interactive quizzes throughout the project that will require the user to interact with the module to continue. I left the control tool at the bottom of the page so you could move through the slides at your own pace. There is audio throughout the presentation, so the sound will need to be up to hear the lessons and understand the quizzes.

Place link to Captivate project here:

<http://myspace.csumb.edu/~wpage/MISTsite/intermedia.html>

Below is the rapid prototype document

Music: Let's start at the beginning!



Figure 1

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Introduction

One of the most fundamental aspect of music is understanding notes and note values. Any beginning music student will need to know the anatomy of a note and the different lengths, or values, of each note, the parts of the staff and how to read notes on the staff. The first few modules of “Music: Let’s start at the beginning” will focus on these aspects of music.

The unit will start by going over the parts of a note, namely: the note head and stem. Each part of the note will be talked about and then students will have the opportunity to take a quiz within the module to make it more interactive. The next part of the unit will go over notes and their values. The quarter note, half note, dotted-half note, and whole note will all be discussed. In later modules the eighth note and other dotted notes may be talked about, but because this is meant to be a beginning music module, keeping with the four most basic notes seemed appropriate.

The media used in this presentation will be mostly visual and audio. Programs used will be Microsoft office, adobe captivate and acrobat pro 9, and Roxio Easy Media creator. All graphics, audio and programs used will be cited in the credits portion of the project. There will be links to outside sources that have further interactivity for learners to participate and interact with on the subject of note reading, note values and the staff.

Unit Components

To introduce the unit a cute graphic (done by imageenvision) will appear on the screen and be introduced as the narrator of the project. This character will also tell the learner what they will be learning in the unit.

The entire unit consists of 15 modules, 3 of which have been completed as this project. Each module has separate activities that involve instruction, interactivity and quizzes.

Activities:

1. learn the anatomy of a note
2. build notes
3. learn the values of notes
4. quiz testing the note values
5. 5 parts of the staff
6. learn the mnemonic to help the bass clef note naming
7. bass clef note naming
8. module over views.

Learning Objectives

Module 1

After completing the first module, the learner will be able to build, or draw, a note using the correct placement and coloring of each note part with 100% accuracy whenever writing music.

After completing the first module, the learner will be able to identify and classify notes according to their correct values with 100% accuracy whenever writing music.

Preview

- Unit 1: Notes and Note Values
 - Note anatomy
 - Stem
 - Head
 - Quarter Note
 - 1 count
 - Half Note
 - 2 counts
 - Dotted Half Note
 - 3 counts
 - Whole Note
 - 4 counts
- **Note Value Review**

Module 2

After completing the second module, the learner will be able to identify the 5 parts of the staff and correctly place each part on the staff with 100% accuracy whenever writing music.

After completing the second module, the learner will be able to identify the difference between a staff and the grand staff with 100% accuracy whenever writing or viewing music.

Preview

- 5 parts of the staff
 - Treble clef
 - Bass clef
 - Bar line
 - Brace
 - Staff
- Grand staff
- Review of module 2

Module 3

After completing the third module, the learner will be able to identify the 5 line notes of the bass clef using the saying Good Boys Do Fine Always, with 100% accuracy whenever reading music.

After completing the third module, the learner will be able to identify the 4 space notes of the bass clef using the saying All Cars Eat Gas, with 100% accuracy whenever reading music.

Preview

- Bass clef line notes
 - G
 - B
 - D
 - F
 - A
 - Good Boys Do Fine Always
- Bass clef space notes
 - A
 - C
 - E
 - G
 - All Cars Eat Gas
- Bass clef notes review

Pre test

There is no pre-test for this unit because it is being created for students that have little or no musical background. The unit will be starting with the most fundamental and basic music concepts.

Reasons to learn

The reason this unit is being created is to help students learn the basics of music. Music is like a second language, understanding the fundamentals can help in many situations. Many adult learners wish they understood more about music. This unit is being designed because of a statement often heard from adults which is: "I wish I knew how to play the piano." In order to play music, you also have to understand the basic concepts of music theory. This unit, with its smaller module lessons, will help adult music learners on their path to learning music theory and basic concepts that you have to understand in order to play (or sing) a musical instrument.

Unit content presentation

Presentation

The unit will be presented to the learner using a captivate video that is divided into smaller module lessons. The video will be using graphic, audio and interactive activities to capture the learner's attention and help them learn the lessons provided in the unit. Each module will have quizzes and interactivity that will require user participation in order to continue in the modules. Music symbols will be used throughout the presentation, and a printable review sheet will be available for learners to download and keep as a reference. This review sheet is a PDF file and on the same web site as the unit and the modules.

Worked examples

Learners have a note value review, which will involve a quiz and an interactive activity inside captivate. Quiz questions will ask students which notes equal which note value. For example, if a student is asked how many counts a quarter note receives, the correct answer would be 1 count. The quizzes will involve musical math, matching games, fill in the blank, and multiple choice questions. These worked examples will help the learners understand the basic concepts of music theory.

Web resources

<http://www.finalemusic.com/notepad/> - Finale notepad, a free notation program students can download and practice writing music using the different notes they have learned in this unit.

<http://www.teoria.com/reference/u-w/values.htm> - Note review chart that goes a little farther into notes names and values than the captivate module created by "Music, Let's start at the beginning" goes into. It is also a good printable resource.

<http://www.studybass.com/tools/music-paper/blank-staff-paper.pdf> - PDF file of black staff paper that learners can print out and practice drawing notes, the grand staff and other music symbols.

<http://www.mymusicclass.com/Theory/BassGame.html> - Note reading game to help learners improve their bass clef note reading. This is an interactive web game.

<http://courses.wcupa.edu/frichmon/usetech/musicalflashcards/bcnotes.html> - A second bass clef note reading game in the form of an interactive web game.

FAQ's

1. Where can I find more music theory resources? You can find more music theory resources through programs online, local junior colleges, music associations, via web games and music theory books that can be purchased online or at many sheet music stores.
2. Where can I locate a piano teacher? If you are in a new area, or looking for a new teacher for the first time I would suggest craigslist, local music stores, college music departments and even the classified section of the newspaper to find music teachers.
3. How do I know a teacher is qualified to teach? This can be rough, but you should ask for the teachers credentials, past education, how many years they have taught, and if available, view the teacher teaching someone your age.
4. What requirements do I need to run your unit? You will need a computer that can open flash video's, PDF files, has sound and has enough power to run the flash video's smoothly. A windows XP operating system and Firefox web browser are recommended as min. standards. Also, downloading the notes font is highly recommended so you can see all the music symbols included inside the unit.
5. How can I contact the maker of "Music: Let's start at the beginning?" E-mail addresses are provided on the contacts page on the web site that the captive videos are located on. The author checks both e-mails frequently and is happy to answer any questions.
6. Is there a printable review for the unit? Yes, there is a PDF file that includes everything taught in the first 4 modules included on the web site. This file was created by the author of "Music: Let's start at the beginning."
7. How long should I study the modules? Every person learns at a different pace, it is suggested to review each module at least three times to make sure all aspects of the module are retained. Extra resources are also available for further learning.

Any questions?

There will be a web site devoted to the entire project where learners can post questions and receive answers from the SME by e-mail address provided by the author. E-mails will be answered in a timely manner and will include detailed responses as to the learner's questions, concerns and technical problems.

Practice and Feedback

Discussions

There will be a forum added to the web site in the near future where this unit is posted for students to discuss and ask questions about the unit and the topics discussed about notes and note values. Answers and discussions will include the SME's response and other learners insights to the questions.

Collaborations

Currently there are no group activities planned for this unit. The future forum to the site will add an aspect of collaboration in the form of questions, answers and discussions.

Web hunts

There are no web hunts currently, but there will be links to online resources (including free programs like notepad) for students to hunt and find on their own. These programs will reinforce what they are learning in the unit. The links to these sources are included below.

<http://www.finalemusic.com/notepad/> - Finale notepad, a free notation program students can download and practice writing music using the different notes they have learned in this unit.

<http://www.teoria.com/reference/u-w/values.htm> - Note review chart that goes a little farther into notes names and values then the captivate module created by "Music, Let's start at the beginning" goes into. It is also a good printable resource.

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Reflections

Musical journals and essays will be posted in the future for students where available. These reflections on music will help expand learner's interests in music, provide further learning and other sources for questions, answers and discussion on music. There will also be a future section added for musical events, concerts, and festivals.

Journal exercises

There are no journal exercises included in this unit for personal journal writing. The closest activity in this unit to journal writing would be creating music projects that are unique to each learner. The forum, that will be included in the near future, will also be a form of journal that will be included for the learners use.

Applications

Students will be involved in applications to help them identify notes and note values, music symbols and other musical activities. These will be activities that musicians across the world would use and be a 'real world' application for the learners. For example, knowing how to create musical symbols correctly is an important part of understanding how music works and is created.

Problem solving

Students will be given musical math problems and be able to use their knowledge of notes and note values to 'solve' the problem. This activity will come a little later in the module, but students will be learning by stepping stones. They will have to know the fundamentals of how notes work together before doing this problem solving.

Research

Students will be encouraged to research notation programs and practice what they have learned outside the learning unit. There will be web links, as mentioned above, to help students begin their research about music and notation.

Learning games

There are many learning games out there for music. Students will be directed to these links. Also, the unit will include an interactive note review quiz and other interactive activities to keep the learners attention.

<http://www.mymusicclass.com/Theory/BassGame.html> - Note reading game to help learners improve their bass clef note reading. This is an interactive web game.

<http://courses.wcupa.edu/frichmon/usetech/musicalflashcards/bcnotes.html> - A second bass clef note reading game in the form of an interactive web game.

Summary and Review

Summary

The unit will be summarized at the end with the note narrator highlighting the main points with graphics moving along the screen. The main points will include note names, values and parts of the notes in module 1. The quiz in module 2 will involve the 5 parts of the grand staff for the summary review. Module 3 has note reviews and matching as the summary review quiz.

Review Checklist

The narrator will be highlighting the main points in an orderly manner and a printable sheet including each note with its length and the parts of a note will be available for students to print out.

Review printable sheet

This list was created by Wendy Page for “Music: Let’s Start at the Beginning” project. This review goes over Modules 1 – 4 in the unit on music.

Note head	W
Note stem	l
Note flag	j
Note dot	.
Eighth Note – ½ count	e
Quarter Note – 1 count	q
Dotted Quarter Note – 1 ½ count	q.
Half Note – 2 counts	h
Dotted-Half Note – 3 counts	h.
Whole Note – 4 counts	w

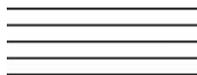
Bass Clef line notes



Bass Clef space notes



Staff



Treble Clef sign



Bass Clef sign

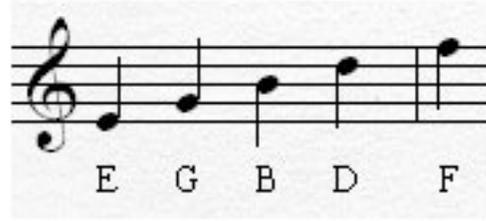


Brace



Barline





Treble clef line notes



Treble clef space notes

Self Quiz

Musical math – test students ability to correctly add up notes with their note values
Examples:

$$H + h . + q = \underline{\quad} \text{ beats; Answer } 6 \text{ beats}$$

The quiz will also include questions asking about each note listed in the review checklist, and how many counts that each note receives. Note names and their values will be included in the review quizzes as well.

Practice Questions

Learners will be asked to solve musical math questions for practice on note values. Learners will also be involved with matching games, fill in the blank and multiple choice questions to practice what they have learned in music.

Resources

Figure 1 - <http://www.flickr.com/photos/zupao/827591308/> picture received September 22nd, 2009 from the above web site.

Music Font – Notes font from Microsoft office

Rapid Prototype template – Received from
<https://share.acrobat.com/adc/adc.do?docid=5943a9fd-34d3-421b-b751-bc80141abd25>
September 1st, 2009.