

Treasure Box Music Game with Index Cards



A treasure box containing index cards for students to choose either one at a time or as part of a group can be used to help students recognize basic concepts in music. Recognition, skill and understanding are augmented through kinesthetic and artistic activities.

Social skills, such as waiting for one's turn, assisting a fellow student, raising hands to ask or answer a question during the process make this lesson multifaceted. There are many opportunities to ask questions related to the [\*New York State Common Core Learning Standards.\*](#)

**These include, but are not limited to:**

How many notes are on the card? How many beats are there in a measure? Is this faster than the song we just heard?

How many beats or claps do we hold the dotted half note for? Are 2 quarter notes equal to a half note? Does Johnny's card have more cards than Mary's?

Of course the teacher can ask the students: Does anyone know how this music treasure box got here? Some interesting theories may evolve!

**Each aim should have it's own set of index cards.**



Suggestion: The aim for different time signatures should have index cards that show 2/4 time with 2 quarter notes per measure. Showing two measures at a time is usually sufficient to help students understand the main idea. My [Music Class Activities Data Sheet](#) can be used for planning activities to coincide with the cards chosen.

[http://specialneedsinmusic.com/text/lessons/sheets/data\\_sheets/mus\\_activ\\_data\\_sheet.pdf](http://specialneedsinmusic.com/text/lessons/sheets/data_sheets/mus_activ_data_sheet.pdf)

It is good practice to have students show each other how to play quarter notes to 2/4 time or eighth notes to 6/8 time. The teacher can facilitate this process by asking students to help or show each other their abilities.

There are many ways to play these music games. So much depends on the levels and abilities of the classes being taught. The teacher can have students work in groups, or have students sit in a semi circle. Students can volunteer themselves to pick out cards or demonstrate the concept, or the box can be passed around. A score can be kept, or the joy of performing an element of music theory may be all that is needed.

The teacher may need to use comedy, demonstrations of the cards, story telling. The use of the Treasure Box opens the door to a lot of excitement and wonder if the index cards are performed by the teacher in an engaging manner. It is good to have students express the cards by singing, tapping, playing pitched instruments, graphing in the air, stamping, imitating and independently figuring out how to present the music in the card,

Student engagement can be enhanced by having students communicate with one another in an ongoing helpful manner, For non verbal students the opportunity to demonstrate a short phrase on a pitched instrument or percussion instrument is a fulfilling moment.

**The following list of aims, resources, and objectives are useful with the Treasure Box Music Game**

**List of Aims**

**1. How can students recognize the use of different dynamics?**

**Materials**

Musical Instruments, CD player, treasure box with index cards that show dynamic indications such for soft (p), loud (f), very soft (pp), very loud (ff), crescendo and decrescndo.

Each card should have quarter notes on it so that students can apply the dynamics to the quarter notes. The teacher can use any pieces students are learning and apply dynamics as well. The following resources at <http://specialneedsinmusic.com> are also available.

**Resources**

work sheets - [Tempo and Dynamic Terms, Music Composing Game, Listening For Dynamics](http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf)  
<http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> - pages 5, 7,11

**2. How can students recognize the use of different tempos?**

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Resources**

worksheet - [Tempo and Dynamic Terms](http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf)  
<http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> - page 5

audio - slow - adagio cantabile - [Beethoven Sonata No.8 Op.13 'Pathétique' 2nd Mvt](http://specialneedsinmusic.com/audio/piano/beethoven/sys2)  
[specialneedsinmusic.com/audio/piano/beethoven/sys2](http://specialneedsinmusic.com/audio/piano/beethoven/sys2) Beethoven Pathetique mvt 2 12 1118 48k24bit.mp3

audio - fast - allegro - [Beethoven E Major Sonata Op. 14 No.1 3rd Mvt](http://specialneedsinmusic.com/audio/piano/beethoven/Beetho_E_Maj_Son_Op14_No1_3rd_Mvt_Rondo_10_0220_alt.mp3)  
[specialneedsinmusic.com/audio/piano/beethoven/Beetho\\_E\\_Maj\\_Son\\_Op14\\_No1\\_3rd\\_Mvt\\_Rondo\\_10\\_0220\\_alt.mp3](http://specialneedsinmusic.com/audio/piano/beethoven/Beetho_E_Maj_Son_Op14_No1_3rd_Mvt_Rondo_10_0220_alt.mp3)

3. How can students recognize the use of different time signatures such as 2/4, 3/4, 4/4, or 6/8?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Resources**

audio - 2/4 - [Joplin Easy Winners](#)

[http://specialneedsinmusic.com/audio/piano/ivory/ivory\\_joplin/ivory\\_gr\\_09\\_hybrid\\_easy\\_winners\\_.mp3](http://specialneedsinmusic.com/audio/piano/ivory/ivory_joplin/ivory_gr_09_hybrid_easy_winners_.mp3)

audio - 2/4 - [Mozart Sonata No. 11 in A major K331 3rd Movement](#)

[http://specialneedsinmusic.com/audio/piano/pianoteq/pianoteq\\_mozart/pnoteq\\_mozart\\_sonata\\_11\\_Amaj\\_3rd\\_mvt\\_alti.mp3](http://specialneedsinmusic.com/audio/piano/pianoteq/pianoteq_mozart/pnoteq_mozart_sonata_11_Amaj_3rd_mvt_alti.mp3)

audio - 3/4 - [Chopin Mazurka Op.17 No.1](#)

[http://specialneedsinmusic.com/audio/piano/chopin/Chopin\\_Mazur\\_Op17\\_No1\\_Donn\\_10\\_0314\\_altiverb\\_.mp3](http://specialneedsinmusic.com/audio/piano/chopin/Chopin_Mazur_Op17_No1_Donn_10_0314_altiverb_.mp3)

audio - 4/4 - [12 Bar Blues Example](#)

[http://specialneedsinmusic.com/folk\\_song\\_pages/12\\_bar\\_blues\\_style\\_song\\_10\\_0128.html](http://specialneedsinmusic.com/folk_song_pages/12_bar_blues_style_song_10_0128.html)

worksheet - [Song and Time Signature, Class Participation](#)

<http://specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> page 22

4. How can students recognize the use of different rhythmic fragments?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Suggestion:** Use words, i.e. colors, days of the week, months, seasons, patterns, to make associations and differentiations of different rhythmic patterns.

## 5. How can students recognize the use of different melodic fragments?

### Materials

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Suggestion:** The teacher can sing out the fragments and have students imitate the singing, or the teacher can cut up a piano worksheet from the piano melodies according to their phrases.

For instance, Jingle Bells can be cut up into phrases and each phrase can be glued onto an index card. For example the following melodic fragments can be placed onto cards: EEE EEE EG CDE and so on. The teacher can do this with many different songs.

### Resources -

worksheets - [Math and Music](http://specialneedsinmusic.com/lgn.html)  
<http://specialneedsinmusic.com/lgn.html>

## 6. How can students recognize the use of different note values?

### Materials

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Suggestion:** The teacher can cut up the math and music sheets and paste the notes and the pictures of the claps and equations onto the index card.

### Resources

worksheets - [Math and Music](http://www.specialneedsinmusic.com/m_m_pg1.html)  
[http://www.specialneedsinmusic.com/m\\_m\\_pg1.html](http://www.specialneedsinmusic.com/m_m_pg1.html)

worksheets - [Note Values / Identify the Composer, Write a Note / Sing it, Song and Time Signature / Class Participation](http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf)  
<http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> pages 6, 13, 22

7. How can students recognize the use of different musical articulations such as staccato, legato, or glissando?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Resources**

worksheets - [Legato / Staccato - Major / Minor](#)  
<http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> page 3

8. How can students recognize the use of different scales and modes such as major, minor or pentatonic?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Resources**

audio - [Scales](#)

[Major](#)

[http://specialneedsinmusic.com/audio/icdaudf/icd\\_part\\_001/icd\\_017.mp3](http://specialneedsinmusic.com/audio/icdaudf/icd_part_001/icd_017.mp3)

[Minor](#)

[http://specialneedsinmusic.com/audio/icdaudf/icd\\_part\\_001/icd\\_018.mp3](http://specialneedsinmusic.com/audio/icdaudf/icd_part_001/icd_018.mp3)

[Pentatonic](#)

[http://specialneedsinmusic.com/song\\_pages/pent\\_note\\_song\\_09\\_0615.html](http://specialneedsinmusic.com/song_pages/pent_note_song_09_0615.html)

worksheets - [Legato / Staccato - Major / Minor, C Major Scale and Chords on the Piano, Pentatonic Piano Improvisation](#)

<http://www.specialneedsinmusic.com/text/lessons/sheets/worksh.pdf> pages 3, 10, 23

9. How can students recognize the use of different accompaniments?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

10. How can students recognize the difference between high notes or low notes?

**Materials**

Musical Instruments, CD player, treasure box with index cards that convey the musical concept promoted in the aim.

**Resources** (for aims 9 and 10)

multimedia - [Carl Ditters von Dittersdorf Workshop Lesson](http://www.specialneedsinmusic.com/multi_med_less/ditters_lesson/ditters_lesson_main.html)

[http://www.specialneedsinmusic.com/multi\\_med\\_less/ditters\\_lesson/ditters\\_lesson\\_main.html](http://www.specialneedsinmusic.com/multi_med_less/ditters_lesson/ditters_lesson_main.html)

audio - [Low to High Note Song](http://www.specialneedsinmusic.com/song_pages/ditters_low_to_high_note_song_09_0325.html)

[http://www.specialneedsinmusic.com/song\\_pages/ditters\\_low\\_to\\_high\\_note\\_song\\_09\\_0325.html](http://www.specialneedsinmusic.com/song_pages/ditters_low_to_high_note_song_09_0325.html)

video - [Low to High Note Singing Exercise](http://www.specialneedsinmusic.com/multi_med_less/ditters_lesson/ditters_lesson_main.html)

[http://www.specialneedsinmusic.com/multi\\_med\\_less/ditters\\_lesson/ditters\\_lesson\\_main.html](http://www.specialneedsinmusic.com/multi_med_less/ditters_lesson/ditters_lesson_main.html)

worksheets - [Math and Music](http://specialneedsinmusic.com/m_m_pg1.html)

[http://specialneedsinmusic.com/m\\_m\\_pg1.html](http://specialneedsinmusic.com/m_m_pg1.html)

worksheets - [Large Graphic Notation Worksheets](http://specialneedsinmusic.com/lgn.html)

<http://specialneedsinmusic.com/lgn.html>

worksheets - [Workshop Lessons and Data Sheets](http://specialneedsinmusic.com/wkshlsn.html)

<http://specialneedsinmusic.com/wkshlsn.html>

The aim concepts can be clarified through open ended questions such as:

Do you hear \_\_\_\_\_? Can you play \_\_\_\_\_? Can You Sing \_\_\_\_\_?

Can you show how \_\_\_\_\_? Can you share \_\_\_\_\_? Was that \_\_\_\_\_?

Is it the same or different \_\_\_\_\_? Can you help other students \_\_\_\_\_?

*For complete lessons plans please follow your school or district guidelines*

**Suggested Assessments:** [Music and New York State Common Core Learning Standards.](http://specialneedsinmusic.com/text/lessons/lesplns/Integrate_NYS_CCLS_in_Math_with_Music_Lessons.pdf)

[http://specialneedsinmusic.com/text/lessons/lesplns/Integrate\\_NYS\\_CCLS\\_in\\_Math\\_with\\_Music\\_Lessons.pdf](http://specialneedsinmusic.com/text/lessons/lesplns/Integrate_NYS_CCLS_in_Math_with_Music_Lessons.pdf)