

**Arts with Numeracy:
Music**

Name of Lesson/Unit: Note Hockey	Subject and Grade: Music J/I
Arts Expectations: C1.5	Math Strand Connections: <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Number Sense & Numeration <input type="checkbox"/> Measurement <input type="checkbox"/> Patterning & Algebra <input type="checkbox"/> Geometry & Spatial Sense <input checked="" type="checkbox"/> Data Management & Probability
<ul style="list-style-type: none"> <input type="checkbox"/> Warm-up (minds on) <input checked="" type="checkbox"/> Activity (one class) <input type="checkbox"/> Mini-unit (several classes) 	
Terminology Treble Clef, Bass Clef, Ledger Lines, Intervals, line, space	Materials Floor Grand Staff (bedsheet or shower curtain with marker lines, tape not recommended), Jar lid or fake puck, mini sticks, small goals, 2 regular dice.
Learning Goal (<i>student-friendly language that can be shared with the students</i>): I can understand the lines and spaces of the treble and bass clefs. I can relate the movement of the puck to notes moving by steps, skips, leaps (J) I can relate the movement of the puck to notes moving by intervals of (second, third, fourth, fifth, etc) (I)	
Minds-On <ul style="list-style-type: none"> • Review the Note Names in Treble and Bass Clefs • Review with floor staff – Toss a yarn ball or rubber chicken onto the staff and have students call out where it lands (or where its beak is) • Around the world – have two students turn their backs and another place the “Puck” or any object on the floor staff Note Hockey <ul style="list-style-type: none"> • Have two teams, Treble and Bass. They start with the lid (puck) on middle C and roll dice to send it up and down by that interval (of course, a one would be unison or a lost turn!) Use a mini hockey stick to move (slide, not shoot!) the puck up or down. You can have one team rolling up and one rolling down, or if you have two dice with arrows or colours (1 for up, 1 for down) they can roll both, and move the puck both up and down each turn — but that tends to make it extremely difficult to score. Try a D8 or D12 for some bigger intervals, have a student be a score keeper and track the intervals (“stats”) during the game <p>Connecting Questions: Is this a fair game? Why? What would make this game unfair? How likely is it that you will roll a ____?</p> <p>➔ Math Strand Connection: Identify the relationship between the lines and the spaces and the distance between pitches through spatial relationships.</p>	