



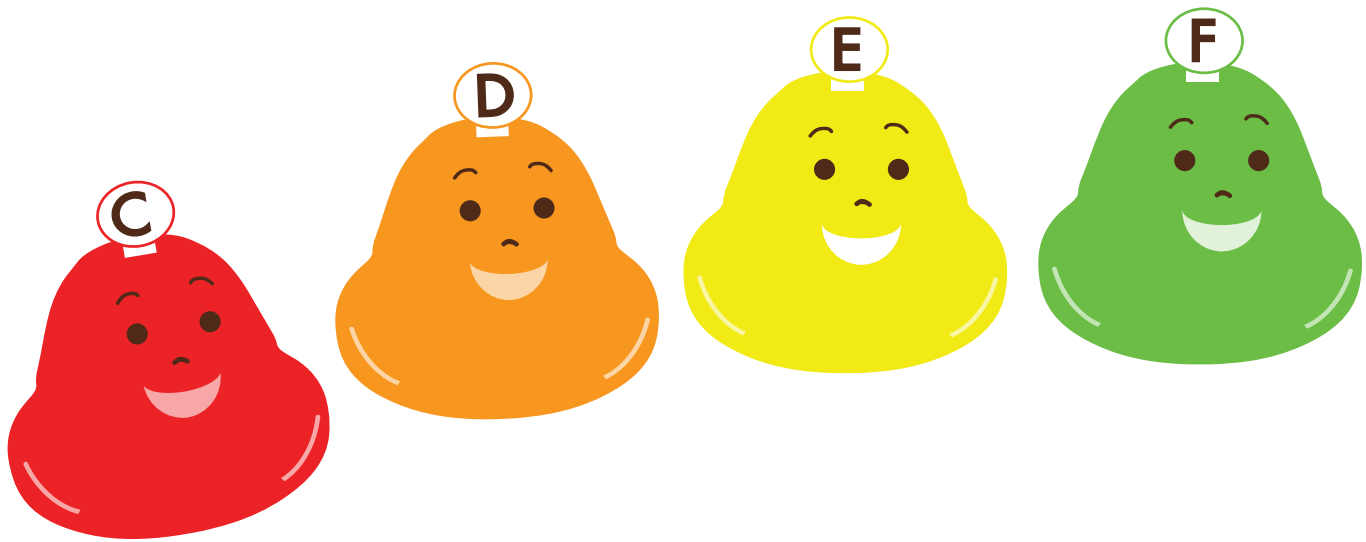
Prodigies

FREE STARTER PROGRAM



Hello Bells

Meet all of the bells! Using the appropriate colors, trace the letters, numbers and Solfège name that belongs to each note!



C

D

E

F

1

2

3

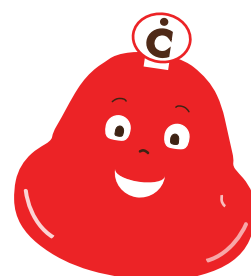
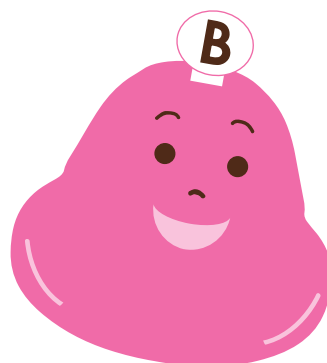
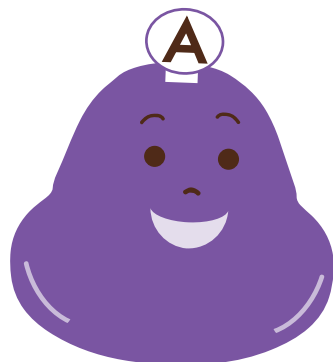
4

Do

Re

Mi

Fa



G

A

B

c

5

6

7

8

Sol

La

Ti

do

Dear families & teachers,

Welcome to Prodigies Music Lessons! Let the fun begin :-)

This workbook moves step-by-step with the videos inside Chapter I. For the most part, one section equals one song, and depending on your child's age and level, we generally recommend that you...

1. Start by watching the video (1-3 times depending on how fast your child engages)
2. Follow up by reading the sheet music for each section. Do this without the video and go as slow as you need. Try to play in time, and use a metronome to keep a steady beat when you're ready.
3. After playing through the sheet music, complete the pencil-and-paper activities that follow. Keep your bells nearby and some crayons to match the colors.
4. Continue to practice with the video and the sheet music until your child is singing and playing the song with confidence and accuracy. Repetition is important.

The pacing of the program will depend on each unique child and how much time you have to commit each week. For children 3-5, it's important to spend AT LEAST one month on each chapter. Spending time with each bell, chord, rhythm, etc. will help develop your child's sense of memorized pitch and their sense of mastery over the concepts.

Especially with preschool children, aim to create memorable, meaningful and enjoyable musical moments. Focus on the individual notes, on simple call-and-response songs, and keep it as fun as possible.

You want to create a musical practice that is regular, fun and positive. The process of playing and exploring the musical notes is the most important part!

Along similar lines, try to end your sessions on a positive note, even if it means cutting the lesson a few minutes short! You want to leave a good, lasting impression at the end, so kids leave with a positive memory.

Happy Musicing!



- Rob & the Prodigies Team

Year 1, Week 1

Chapter 1 - Hello C

LEQ: How can Prodigies help me learn music?

Week 1 Checklist

	Watched Video	Sang/Played Along	Played Sheet Music 1-3 times	Completed Workbook Activities	Repeat video 2-5 times or as needed for mastery
Activator: Beet & Cherry	*		N/A	N/A	
Core Lesson: Hello C	*	*	*	*	
Performance: Hello C	*	*		N/A	
Extension: Campfire Song			N/A		

* Suggested Priority Activity

I. Overview: The first week is all about introductions! In this lesson, students meet Mr. Rob, the note C, Beet & Cherry, practice the call and response format, sing a silly song with Do, Re, Mi and even learn a few hand-signs.

II. Objective: By the end of this lesson, students should be able to connect the note C to the color red and the Solfege name Do. Students should also understand that Mr. Rob is the host of Prodigies Music lessons—where they will learn rhythms and the Solfege scale.

III. Activator: To introduce the program, Mr. Rob and the concept of rhythm, students begin by watching “Beet & Cherry”. Students should tap and clap along using the call and response format with Mr. Rob.

Before beginning, the teacher should review call and response, and explain to students that they should clap or tap along with Beet and Cherry after Mr. Rob demonstrates.

After watching the video, the teacher should ask students what their favorite part of the video was and how that part might help them learn something about music.

IV. Core Lesson: The teacher should explain to students that they will meet the C note today. Before playing along with “Hello C”, students begin by singing and hand-signing.

Students may need to watch the video a few times before feeling comfortable enough to play along. Once they are ready, students take out their C bell and play along with the video.

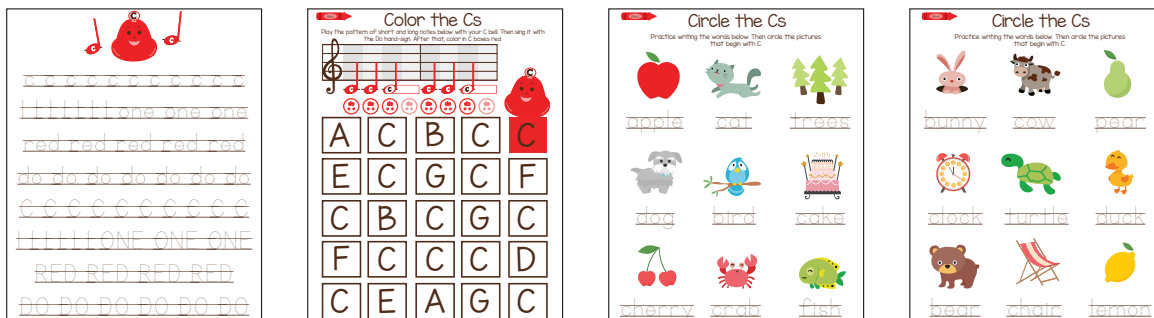
After the video, the class should play through the sheet music for “Hello C” as a group (or in smaller stations if that works better for the group). The teacher should lead the students by conducting a slow and steady tempo, or using a metronome at 60-90 BPM to help keep the beat.

Year 1, Week 1

Chapter 1 - Hello C

LEQ: How can Prodigies help me learn music?

After playing through the sheet music, students should complete the “Hello C” worksheet activities that all reinforce the connections between the note C, the Solfege name Do, the color red and the number 1.



V. Performance: As a group (or as assigned homework), students play along with “Hello C”, which features scrolling sheet music in the treble clef, as well as a handful of parts for other instruments (percussion, lyrics, hand-signs, chord arrangements, etc).

VI. Summarizer: If students played the performance together, the teacher should instruct students to share one thing they liked about the performance with the person next to them (or with the whole group).

Before moving onto the extension lesson, the teacher should review today's lesson by asking students some or all of the following questions: *which color is the C note?; what is the Solfege name for C?; what is the name of the Prodigies Music Lessons host?; what were the names of the fruit and vegetable we used to identify a quarter note and an eighth note?.*

VII. Extension: As a final activity (or as homework), students watch “Campfire Song” featuring Do, Re & Mi. This is a fun sing along that gives students a chance to sing, sign and/or play a few more notes.

After watching the video, the teacher should ask students how the notes D and E compare with C.

If there is time, students can write an additional verse using their own name or classmates' names. The teacher should share an example of this using his or her own name.

In addition to this discussion and song writing activity, there are optional worksheets for “Campfire Song”. These worksheets are simpler than the core lesson activities because they are a part of the Playtime series.

Hello, C



Play and sing each line 2 times, then move onto the next line.
Then repeat the song with the Solfège hand-signs!

REPEAT

He - llo C He - llo C

REPEAT

He - llo Red He - llo Red



REPEAT

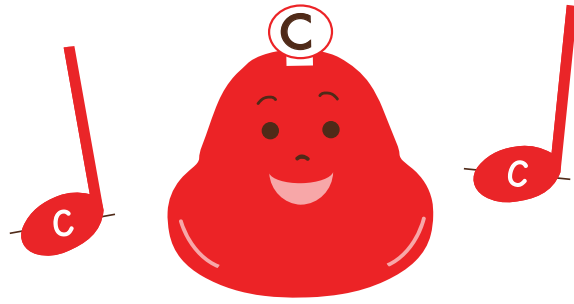
do do do do do do do do

He - llo Do He - llo Do

REPEAT

do do do do do do do do

C - YA Later C - YA Later



c c c c c c c c c c c c

1 1 1 1 1 1 1 one one one

red red red red red

do do do do do do do

C C C C C C C C C C C

1 1 1 1 1 1 ONE ONE ONE

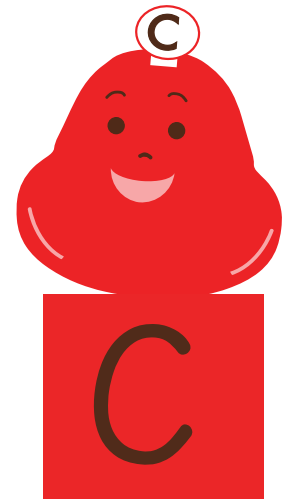
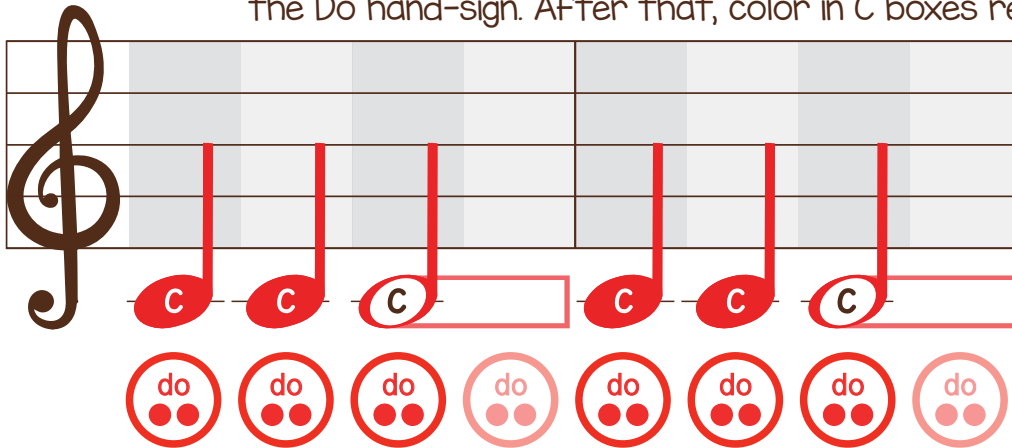
RED RED RED RED

DO DO DO DO DO DO



Color the Cs

Play the pattern of short and long notes below with your C bell. Then sing it with the Do hand-sign. After that, color in C boxes red.

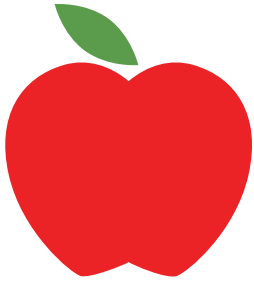


A	C	B	C	C
E	C	G	C	F
C	B	C	G	C
F	C	C	C	D
C	E	A	G	C

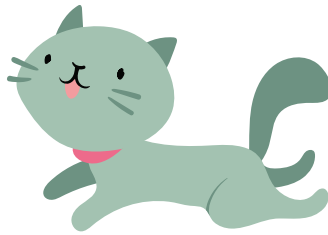


Circle the Cs

Practice writing the words below. Then circle the pictures that begin with C.



apple



cat



trees



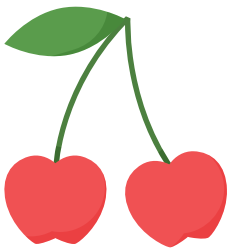
dog



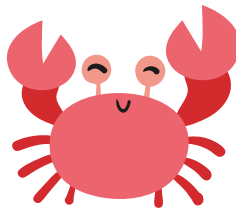
bird



cake



cherry



crab



fish



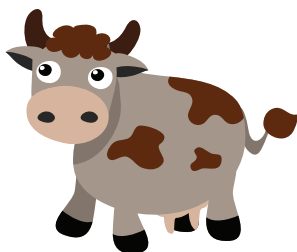
Circle the Cs

Practice writing the words below. Then circle the pictures that begin with C.

1



bunny



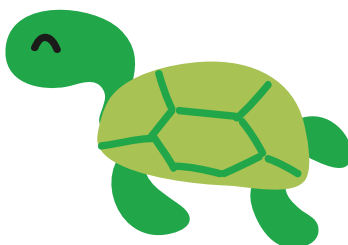
cow



pear



clock



turtle



duck



bear



chair



lemon

Hello C

One Note Studies



Lyrics: **HEL - LO C** (SW) **HEL - LO C** (SW) **HEL - LO C** (SW) **HEL - LO C** (SW)

Hand Signs: do do do (SW) do do do (SW) do do do (SW) do do do (SW)

Chords: C C C C

Perc. 4/4: High Tap or Tom, Low Clap or Snare

Lyrics: **HEL - LO RED** **HEL - LO RED** **HEL - LO RED** **HEL - LO RED**

Hand Signs: do do do do do do do do do do do do

Chords: C C C C

Perc. 4/4: High Tap or Tom, Low Clap or Snare

Lyrics: **HEL - LO DO** **HEL - LO DO** **HEL - LO DO** **HEL - LO DO**

Hand Signs: do do do do do do do do do do do do

Chords: C C C C

Perc. 4/4: High Tap or Tom, Low Clap or Snare

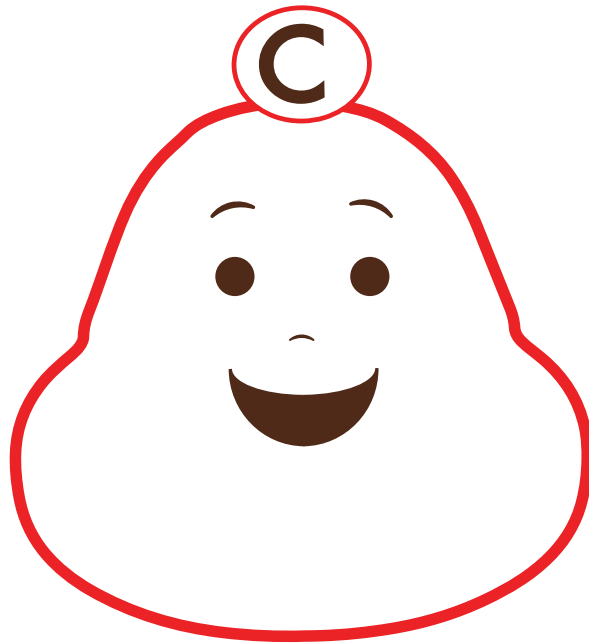
Color the Campsite

1





Color & Trace



c c c c c

l l l l l

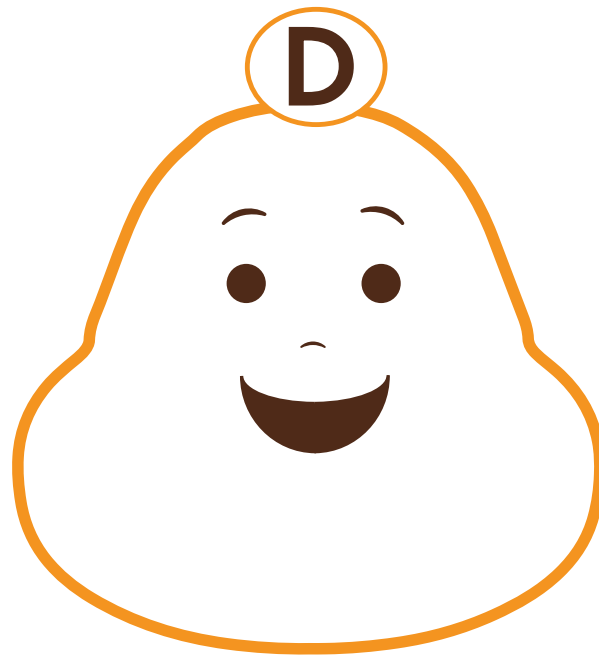
red red red

DO DO DO DO



Color & Trace

1



D D D D D

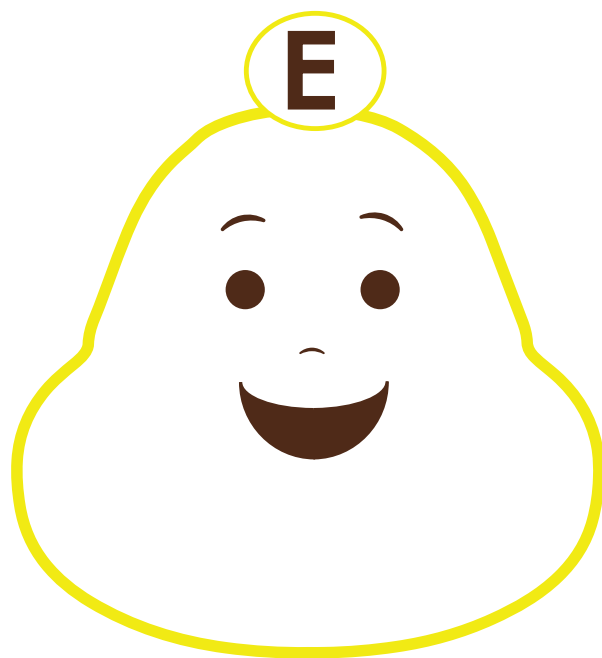
2 2 2 2 2

orange orange

RE RE RE RE



Color & Trace



E E E E E

3 3 3 3 3

yellow yellow

MI MI MI MI

Hand Sign Cut Outs

Teacher cuts out hand-signs
Students arrange short patterns to sign

