

**DO**

**RE**

**MI**

**FA**

**SOL**

**LA**

**TI**

**DO<sup>1</sup>**

# Sol-Feg Card Activities – Leader Sheet

Print out as many of these sheets as you need for each activity (color copies if possible); cut the cards apart.

## **Activity One: “Learn the Note Names”** [If using sol-feg is new to your children.]

Lay the 8 cards out in scale order (do, re, mi, fa, sol, la, ti, do<sup>1</sup>). Explain to the children that in this order, these “notes” make a scale [a major scale]. Say each one of the note-names in order and have the children repeat the names with you. [If YOU don’t know how to pronounce these, think of the song from *The Sound of Music*! You could even sing that song with the children to support this learning process.]

Now sing\* the scale [ascending] with the children using the note-names.

Mix up the order of the cards and ask the children [as a group or individually] to put them back in the correct order. When they get them in the correct order, sing the scale again [ascending and descending this time].

Repeat the mixing up and re-ordering, asking a different child to put them back in order.

***NOTE: If you are teaching the children the hand-signs to go with the note-names, incorporate them into these activities when you can – each will support the other in the learning process!***

## **Activity Two: “Sing a Pattern”** [Younger children or children who are unfamiliar with sol-feg singing]

Using only the first five scale tones (do, re, mi, fa, sol) –

- Lay out just sol, mi, do.
- Sing\* the descending major triad using the note-names
- Have them sing the triad with you; then have them sing it alone as you point to the three note-names in order. [You can explain that they are singing a major triad.]
- Remove the “sol” card, and add “re” card.
- Sing\* the do-re-mi-re-do pattern; have them sing it with you as before.
- Add the “fa” card.
- Sing\* the do-re-mi-fa-mi-re-do pattern; have them sing it with you.
- Add the “sol” card. Do the same routine up and down.
- Point out that something makes our ear want to come back to “do”. We call that the “root” or the “key-note” of the scale.

Variation on This Activity:

- Keeping these five note-name cards in scale order, remove just one of the note-names [always leave “do” on the table!]. Have the children sing\* (up and down) the pattern that remains, always coming back to “do”, the key-note!
- Remove a different card and repeat the process. [This will be easier if you leave four of the note-names in the pattern.]

You can extend this activity the next week by adding “la” to the mix... another week add “ti” and “do<sup>1</sup>.”

\* - Use step bells if needed; as a last resort, support with the piano!

### Activity Three: “Make Up a Melody”

Duplicate four copies of the Sol-Feg Activity Sheet and cut the cards apart.

- With only a few children (maximum of five), lay out only the first five note-names again (do, re, mi, fa, sol); you’ll have four of each note-name.
- Demonstrate what you want them to do; out of the twenty cards on the table, create an *easy-to-sing* melody using only nine cards – making the last note “do.” Put them in two groups of four cards each, followed by the “do” card. If this is a new concept to YOU, try something like one of these patterns:
  - D-D-M-M      S-F-M-R      D
  - S-F-M-F      M-F-S-M      D
  - D-R-M-R      M-F-S-M      D
  - S-D-S-D      R-F-S-S      D
  - Hint: these work more easily if you begin with “do” or “sol”... maybe “mi”!
- Do a couple of these and sing\* the melodies using the note-names.
- Have the children create their own nine-note melody using just these five tones – making the last note of their melody “do.” They will probably automatically think and sing their melody as quarter notes grouped in fours [4-4-1]; if not, you can direct them that way.
- Provide them with a piece of paper on which they can write down a pattern they have created; that sheet could be added to their notebook... and added onto if you do the activity again.
- If someone comes up with a really sing-able melody, you might have them make up a simple set of words to go with the melody --- something like “Sing a song, O sing a song of praise!” or “Christmas is the best time of the year” or some silly words that match the notes. [For some reason, they never think they’ve made up a song until it has words they can sing tomorrow!!!]
- For older children, have them do the same thing with 14-notes... grouped like this:
  - S-F-M-F      M-F-S---      S-F-M-R      M-R-D---
  - “Sing to God a joy-ful song!      Sing to God the whole day long!”
- They can also add words to these patterns and create a whole new hymn tune! If they get into this, have them create a couple of stanzas with a rhyming pattern and teach their new hymn to the large group during the rehearsal... or even to the whole congregation the next time they sing in church!
- Another week, add the rest of the cards [la – ti – do<sup>1</sup>] and create longer melodies!

### Activity Four: “Shuffle the Cards!”

Print out four sheets of the Sol-feg Activity Page on a heavy card-stock paper – as heavy as your printer will handle! Carefully cut the cards apart so they are as-close-as-possible to the same size. We’re going to use them as playing cards! You’ll have 32 cards with four sets of each note-name.

With no more than four children in a group, you can play most any variety of card game using these cards... just be sure you can explain how the game works! [This would be a great early-arrival activity; you could just play a hand with the first couple of children who show up!] Here are a few suggestions:

- Play a simple game of “Go Fish” – the children will know those rules!
- Do a variation on poker – the goal of this game would be to have four of the same note-name. Deal everyone four cards; put the rest of the cards in the draw-deck. Go around the circle in order. Let each person draw a card and discard one face up; the next person can draw from the draw-deck OR take the top card on the discard pile. The hand ends when one person has four-of-a-kind. [You could also add a “straight” to the mix – four notes in a row—e.g. D-R-M-F or S-F-M-R-D etc. If you are working with older children, let them try to get a “chord” – that would be D-M-S-D<sup>1</sup> !]
- When you finish the card game, have everyone sing what they have in their hand! The winner may have to sing M-M-M-M! But have everyone else lay out their cards in scale-order and sing what they have! This can obviously sound really weird, but it will be good for a couple of laughs!

Now, you be creative and think up other ways you might use these cards!