There are 13 pairs of bells. 5 are put away in a shelf. 8 bells are the white notes lower to upper in-between notes.

**PREPARATORY ACTIVITIES:-**

1. How to carry the bell: Hold the stem with the thumb, and the forefingers. Plan a along and place it back. Give all the children a turn.

**AIMS**

Direct aim – the refinement of auditory sense

Indirect aim – preparation for music

**2) How to strike a bell?**

Hold the mallet with your dominant hand. The mallet needs to be held by the tip with the thumb on one side and other fingers on the other side; it needs to be held loosely. Hold it closer to the rim and then strike. Listen until the sound dies away.

**3) Stopping the sound of the bell**

Strike the bell with your dominant hand, use the other hand to hold the mallet.

Hold the mallet by its tip, and stop the sound by placing the mallet right under the rim. Now let the child have a turn.

**Introduction**

*Singing your own name*

Invite the child, strike the bell to the syllables of the child’s name. Sing the name of the child, go up the scale and come down the scale.

Presentation

1. Take off three contrasting bells from the brown line, mix them up and place it randomly.
2. Then, Listen to the first bell with the white base, then search for the pair in the mixed up random bells. Once found take it closer to it and check. Then take the bells that are rejected to the right invite the child to strike the bell, finally play up and down the bells for confirmation

**EXERCISE 1** - child’s own activity as shown in the presentation

**EXERCISE 2** - taking out 4 and eventually all the bells.

**EXERCISE 3** - grading

Take out all the brown base bells from the board, strike all the bells and identify the first tone (C). Identify the next bell and confirm it to the first one, occasionally listening to the sequence for difference, do the same for all the bells.

**TONES, SEMITONES**

Invite the child to play 2 bells, between which there is a gap. Place your hand in the gap, draw the Childs attention to the gap and tell the child, it is a tone. Go on playing two notes at a time, when you can place your hand and say it is a tone, and when you cannot place your hand it is a semitone.

**AGE** - 3 ½ YEARS

**CONTROL OF ERROR** - child own perception

**LANGUAGE** – High, higher, highest

Low, lower, lowest

**Game 1** - pairing at a distance

Refer generic games

**Game 2** - pairing at a distance with distraction

Refer generic games

**Game 3** - grading at a distance

Refer generic games

**Game 4** – grading at a distance with a distraction

Refer generic games

**Game 5** high note low note

When we strike a high note, the children need to go up on their toes.

When we strike alone note - they need to squat on the floor.

**Game 6 –** playing up and down the bells

When we play a high note – the children should raise their hands up.

. When we strike alone note - the children should put their hands down.

**Game 7a –** bring a bell with a higher note

**Game 7b** – just higher just lower

**Game 8** - naming the note-

**Close your eyes and saying the name of the note while playing the note**

**Game 9** – collective pairing

**Game 10** - collective grading