Braille Music is For Everyone!

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by

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• The definition of notation is: symbols which represent music.
• For sighted people that is print music. For those who are visually impaired that is braille music.

• Today, we will take a look into how braille interprets print music and makes the manuscript available to all musicians.
First Group Activity

In your packet, take out the First Group Activity Worksheet. You will see a group of six dots.

(1) On the first page, color in the braille dots you think would represent a **sharp sign**.

(2) On the second page, color in the braille dots you think would represent a **flat sign**.

(3) On the third page, color in the braille dots you think would represent a **natural sign**.
First Group Activity Worksheet

Blank Braille Dot Cell

= SHARP
First Group Activity Worksheet
Blank Braille Dot Cell

= FLAT
Blank Braille Dot Cell

= NATURAL
Correct Braille Notation for Sharp

= SHARP (1, 4, 6)
Correct Braille Notation for Flat

\[ (1, 2, 6) \]
Correct Braille Notation for Natural

= NATURAL (1, 6)
Second Group Activity

Using the chart above as a guide, write the correct solfege syllable underneath each dot combination below:
On the following page, using the chart above as a guide, you will fill in the correct dot combinations for these solfege syllables:

Mi Mi Fa So So Fa Mi Re Do Do Re Mi Mi Re Re
Third Group Activity Worksheet

Do  Re  Mi  Fa  So  La  Ti

Mi  Mi  Fa  So  So  Fa  Mi  Re

Do  Do  Re  Mi  Mi  Re  Re

This worksheet contains exercises for practicing the do re mi fa so la ti notes on the musical scale.
Third Group Activity Answers

Mi  Mi  Fa  So  So  Fa  Mi  Re  Do  Do  Re  Mi  Mi  Re  Re
Third Group Activity
Complete Braille Music Notation

The notation below shows the complete music braille activity which now includes the octave marking, pitch and note value.
BRAILLE MUSIC DISTANCE LEARNING

HTTP://WWW.MIAMILIGHTHOUSE.ORG/MUSICBRAILLEONLINECOURSE.ASP

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Introduction

All sound has pitch and duration. In Lesson 1, you will be introduced to basic pitches and tones used in music. The scale tones are represented not only by sound but also by solfeggio syllables.

Vocabulary

- **pitch** – the highness or lowness of sound
- **tone** – pitch
- **duration** – the length of beats a tone is heard
- **scale** – sequence of tones in either ascending or descending order
- **solfeggio** – syllables assigned to the steps of a scale
- **ascending** – tones are getting higher
- **descending** – tones are getting lower

Objective

Tones C through B: As we know, there are seven tones represented in Western music. The first tone is C (Do), the second tone D (Re), the third tone E (Mi), the fourth tone F (Fa), the fifth tone G (So), the sixth tone A (La), and the seventh tone B (Ti). In braille, there are seven letter-like signs, which represent the seven tones. However, the signs have nothing to do with the letters of tones at all. Refer to the following.

<table>
<thead>
<tr>
<th>Tone</th>
<th>Solfeggio</th>
<th>Dot Combination</th>
<th>SimBraille</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>Do</td>
<td>1-4-5</td>
<td></td>
</tr>
<tr>
<td>D</td>
<td>Re</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>E</td>
<td>Mi</td>
<td>1-2-4</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>Fa</td>
<td>1-2-4-5</td>
<td></td>
</tr>
<tr>
<td>G</td>
<td>So</td>
<td>1-2-5</td>
<td></td>
</tr>
<tr>
<td>A</td>
<td>La</td>
<td>2-4</td>
<td></td>
</tr>
<tr>
<td>B</td>
<td>Ti</td>
<td>2-4-5</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1 from Braille Music Distance Learning Course (continued)

**Activity**

On your own equipment, practice brailing the scale both ascending and descending, as shown above, a minimum of ten times.

**Home Learning**

What do you think the correct answer to these questions will be?

[1] The dot combination for Do is

1. 1-4-5
2. 1-2-5
3. 2-4-5
4. None of the above

Answer: 1-4-5

[2] The dot combination for Fa is

1. 1-5
2. 1-2-5
3. 1-2-4
4. None of the above

Answer: None of the above

[3] The dot combination for Re is

1. 1-3
2. 1-2
3. 1-5
4. None of the above

Answer: 1-5

[4] The dot combination 2-4-5 represents the tone

1. Do
2. So
3. Mi
4. None of the above

Answer: None of the above

[5] The dot combination for La is

1. 2-4
2. 1-4
3. 3-4
4. None of the above

Answer: 2-4

[6] The dot combination 1-2-5 represents the tone

1. La
2. Re
3. So
4. None of the above

Answer: So
Lesson 3: Notation and Duration Part 1: Whole, Half, Quarter, Eighth

Introduction
In Lesson 1 and 2, we have been discussing tones. In Lesson 3, we will discuss how notes combine tone and length.

Vocabulary
- **notation** — musical pitches and symbols
- **duration** — how long a note is to be played or sung, also referred to as note length or note value
- **tone** — pitch
- **beat** — the underlying pulse of music
- **counts** — the number of beats a note receives

Objective
It is time for us to learn note lengths or note values. Every pitch has a specific time duration or number of beats. In this lesson, we will learn a whole note sounds for 4 beats or counts. A half note sounds for 2 beats or counts. A quarter note will sound for 1 beat or count and an eighth note will sound for one-half a beat or count. For tones, we used two-thirds of the cell—top and middle row only. If we add a dot (or dots) to the bottom of the cell, it represents (they represent) the length/value of the note. In other words, we use one cell as two equivalent separate cells. Refer to the following. For your convenience, Tone C will be used when combining Tone and Length in the list below.

<table>
<thead>
<tr>
<th>SimBraille</th>
<th>Dot Combination</th>
<th>Note Duration</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-3-4-5-6</td>
<td>whole note</td>
<td>dots 3-6 added to the tone</td>
<td></td>
</tr>
<tr>
<td>1-3-4-5</td>
<td>half note</td>
<td>dot 3 added to the tone</td>
<td></td>
</tr>
<tr>
<td>1-4-5-6</td>
<td>quarter note</td>
<td>dot 6 added to the tone</td>
<td></td>
</tr>
<tr>
<td>1-4-5</td>
<td>eighth note</td>
<td>no dot added to the tone</td>
<td></td>
</tr>
</tbody>
</table>
Lesson 1: Tones
Lesson 2: Reading Tone Signs
Lesson 3: Notation and Duration Part 1: Whole, Half, Quarter, Eighth
Lesson 4: Reading Notation and Duration
Assessment Number 1
Lesson 5: Notation and Duration Part 2: 16th, 32nd, 64th
Lesson 6: Rests: Whole, Half, Quarter, 8th, 16th, 32nd, 64th
Lesson 7: Octave Marks: Octave 1 through 7
Lesson 8: Accidentals, Key Signatures and Time Signatures
Assessment Number 2
Lesson 9: Clef, Right/Left Hand Sign and Double Bar Lines
Lesson 10: Singing or Playing Phrases in the Key of C
Lesson 11: Singing or Playing Phrases in the Key of G
Lesson 12: Singing or Playing Phrases in the Key of F
Lesson 13: Intervals
Lesson 14: Reading Notes with Intervals Part 1
Lesson 15: Reading Notes with Intervals Part 2
Assessment Number 3
Lesson 16: Score with Different Passages Part 1
Lesson 17: Score with Different Passages Part 2
Lesson 18: Repeat Signs
Lesson 19: Repeat Signs by Numbering Part 1
Lesson 20: Repeat Signs by Numbering Part 2
Lesson 21: Slur and Tie
Lesson 22: Dynamics
Lesson 23: Expression Marks
Lesson 24: Ornaments
Lesson 25: Finger Marks and Pedal Signs
Lesson 26: Other Signs
Final Assessment
Examples of Braille Music

C D E F G A B
do re mi fa so la ti
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