



# Braille Music is For Everyone!



**2015 National Association for Music Education  
National In-Service Conference Presentation**  
by

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# *Notation*



- 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.

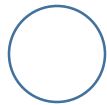
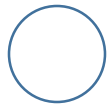
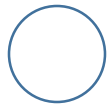
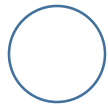
# *First Group Activity*

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

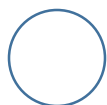
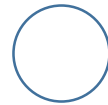
- (1) On the first page, color in the braille dots you think would represent a **sharp sign**.
- (2) On the second page, color in the braille dots you think would represent a **flat sign**.
- (3) On the third page, color in the braille dots you think would represent a **natural sign**.

# *First Group Activity Worksheet*

## Blank Braille Dot Cell

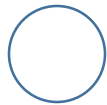
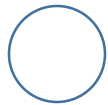
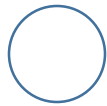
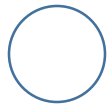


= SHARP

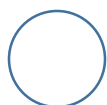
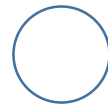


# *First Group Activity Worksheet*

## Blank Braille Dot Cell

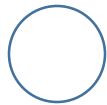
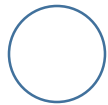
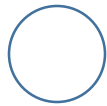
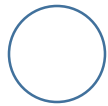


= FLAT

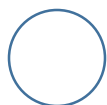
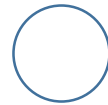


# *First Group Activity Worksheet*

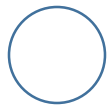
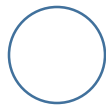
## Blank Braille Dot Cell



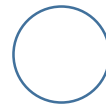
= NATURAL



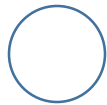
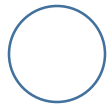
# Correct Braille Notation for Sharp



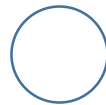
= SHARP ( 1, 4, 6 )



# Correct Braille Notation for Flat

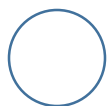
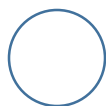
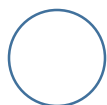


= FLAT (1, 2, 6)

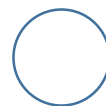




# Correct Braille Notation for Natural



= NATURAL (1, 6)



# Second Group Activity



Do



Re



Mi



Fa



So



La



Ti

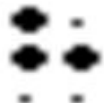
Using the chart above as a guide, write the correct solfege syllable underneath each dot combination below:



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_



\_\_\_\_\_

# Third Group Activity



Do



Re



Mi



Fa



So



La



Ti

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



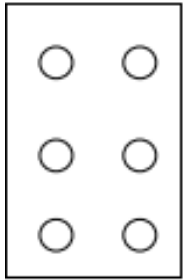
So



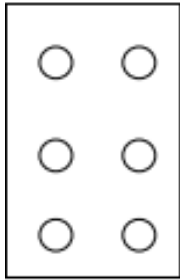
La



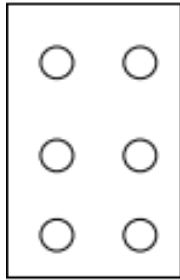
Ti



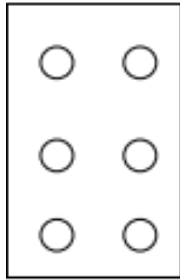
**Mi**



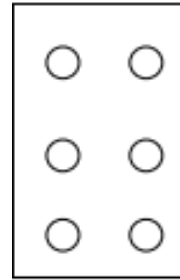
**Mi**



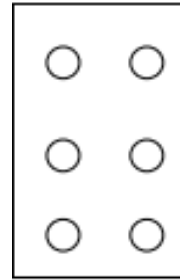
**Fa**



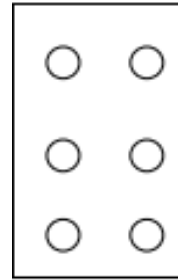
**So**



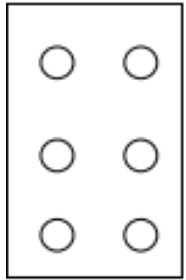
**So**



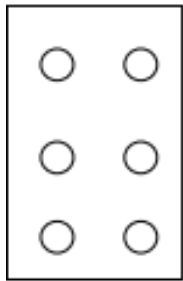
**Fa**



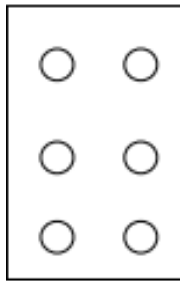
**Mi**



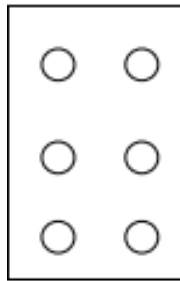
**Re**



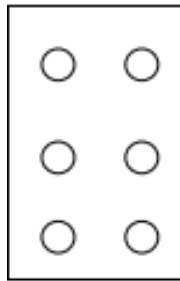
**Do**



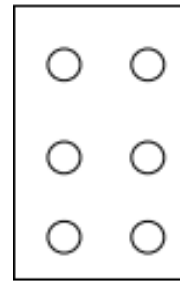
**Do**



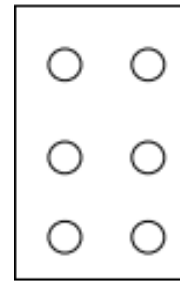
**Re**



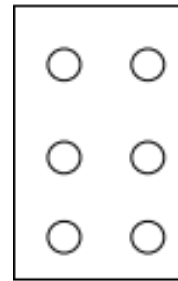
**Mi**



**Mi**



**Re**



**Re**



# *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*



Mi Mi Fa So



So Fa Mi Re

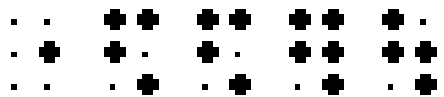


Do Do Re Mi

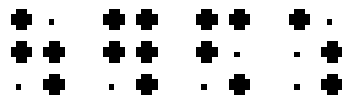


Mi Re Re

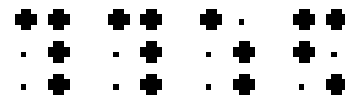
The notation below shows the complete music braille activity which now includes the octave marking, pitch and note value.



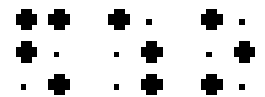
Mi Mi Fa So



So Fa Mi Re



Do Do Re Mi



Mi Re Re

# BRAILLE MUSIC DISTANCE LEARNING

[HTTP://WWW.MIAMILIGHTHOUSE.ORG/MUSICBRAILLEONLINECOURSE.ASP](http://www.miamilighthouse.org/musicbrailleonlinecourse.asp)



[jchoi@miamilighthouse.org](mailto:jchoi@miamilighthouse.org)

# Lesson 1 from Braille Music Distance Learning Course

## 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
- **sofeggio** – 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.

Tone	Solfeggio	Dot Combination	SimBraille
C	Do	1-4-5	
D	Re	1-5	
E	Mi	1-2-4	
F	Fa	1-2-4-5	
G	So	1-2-5	
A	La	2-4	
B	Ti	2-4-5	



# *Lesson 1 from Braille Music Distance Learning Course (continued)*

## **Activity**

On your own equipment, practice brailleing 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 from Braille Music Distance Learning Course

## 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.

SimBraille	Dot Combination	Note Duration	Description
⠠⠠	1-3-4-5-6	whole note	dots 3-6 added to the tone
⠠⠠	1-3-4-5	half note	dot 3 added to the tone
⠠⠠	1-4-5-6	quarter note	dot 6 added to the tone
⠠⠠	1-4-5	eighth note	no dot added to the tone

# *Braille Music Distance Learning Course Content*

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



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