Where Do I Start with Music Braille?

February 23, 2016

3:00-4:00 PM

Presented by

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Outreach Programs

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Developed for

Texas School for the Blind & Visually Impaired

Outreach Programs
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Housekeeping

- Download handouts and sign-in roster
- Send sign-in roster to keithc@tsbvi.edu or fax to 512-206-9320
- Make sure you registered and complete evaluation within 60 days including code for ACVREP/SBEC credit
- View captions in a separate window at www.streamtext.net/text.aspx?event=TSBVI
- Part 1 of code: will be announced at the start of the webinar only. After 3:15 PM you will not be able to get this information, so please do your best to be on time.

Adobe Connect Webinar Tour

- For tips about screen navigation go to http://www.connectusers.com/tutorials/2008/11/meeting_accessibility/
- Location of pods
- Power Point content included in your handout
- Poll participation – enter response in chat if you cannot access the poll

Link to enter room: http://tsbvi.adobeconnect.com/braille-music/
Topics to Cover

- How is Braille Music Different
- Working with Music Teachers
- Matching Braille Music to the Classroom Lessons
- Teaching Braille Music
- Braille Music Resources
- How is Braille Music Different
- Braille music is linear instead of graphical

Benefits of Braille Music?

Student learns to read:
- rhythms, articulations, etc. to interpret the composer’s nuances
- notes and note values
- rests
- dynamics
- lyrics and their positioning in the music
- words (rehearsal marks)

How is Braille Music Different?

Braille music is linear instead of graphical.

Figure 1 Image of sample sheet music

Figure 2 Image of sample braille music
In this example:
- The time signature is at the top of the music
- There is an octave marker before the first note
- There are spaces to represent the measures
- The last indicator is an end bar

**Working with Music Teachers**
- It is important for the music teacher and TVI to view braille music as different not harder
- Supply the music teacher with a basic braille music chart
- Explain to the music teacher that braille music is not literary braille but represents: do, re, mi, fa, so, la, ti, do

**Matching Braille Music to the Classroom Lessons**
- Follow lessons as closely as possible
- Does the student know the braille code needed for the lesson?
- Modifications
- Pre-teach lesson design and purpose

**Teaching Braille Music**
- Music Teacher and/or TVI?
- Does TVI read music?
- How?
- When?

**Braille Music**

Notes and values

<table>
<thead>
<tr>
<th>C</th>
<th>D</th>
<th>E</th>
<th>F</th>
<th>G</th>
<th>A</th>
<th>B</th>
<th>Rest</th>
</tr>
</thead>
<tbody>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>Quarters or 64ths</td>
</tr>
<tr>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>:</td>
<td>8ths or 128ths</td>
</tr>
</tbody>
</table>

Figure 3 Image of notes and value chart
Elementary Lesson

Figure 4 Image of bear playing baseball with the ball pointing to the note B. two staffs of notes b with different note values.

Notes and Rest

- Notes
- Dotted rests/notes
- Rests

Figure 5 Image of braille and staff music with an emphasis on the notes, dotted notes/rests and rests
How Would You Present this Lesson in Braille?

Figure 6 Image of three columns with two note addition of rhythm values with equals sign

Intervals

Figure 7 An illustration of a bar of music with intervals
Octave Marks

Figure 8 Image of braille and staff music emphasizing octave markings

Organization of the Fields

Figure 9 A chart of the keys and their organization (example: G sharp; F Flat)
Accidentals

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>♯ ♯ ♯</td>
<td>Sharp</td>
</tr>
<tr>
<td>♯ ♯ ♯</td>
<td>Flat</td>
</tr>
<tr>
<td>♯ ♯ ♯ ♯</td>
<td>Double sharp</td>
</tr>
<tr>
<td>♯ ♯ ♯ ♯</td>
<td>Double flat</td>
</tr>
<tr>
<td>♯ ♯ ♯</td>
<td>Natural</td>
</tr>
</tbody>
</table>

Figure 10 Image of accidentals in braille music and print

Ties and Slurs

Slur - indicates a musical phrase.

Tie - connects the duration of same-pitched notes.

Figure 11 Image showing staff music with ties and slurs and also showing the definition of ties and slurs. (Slur indicates a musical phrase. Ties connects the duration of same-pitched notes.)

Slurs

Figure 12 Image of braille and staff music emphasizing slurs

Goodfeel Software Suite: dancingdots.com

- Sharp-eye (scanning)
- Lime (notation)
- Goodfeel (braille)
Braille Music Resources

BRL: Braille through Remote Learning:
Online Music Braille Overview
http://www.brl.org/codes/session09/overview.html

BrailleM electronic mailing list
BrailleM is a place for discussing and learning about all aspects of braille music code. The list is designed to help beginners in Braille music and give them a place where they can ask questions of more experienced braille music users. http://brenthugh.com/braillem/

Dancing Dots
Software company that has developed "Goodfeel," a program that transcribes certain types of music notation files, including midi files, into braille music. It is available in different option packages, one of which includes Midiscan--a program that converts scanned printed music into a midi file.
Dancing Dots
1754 Quarry Lane
P.O. Box 927
Valley Forge, PA 19482-0927
Phone: 610 783-6692
Fax: 610 783-6732
Website: http://www.dancingdots.com

Music and Arts Center for the Handicapped (MACH)
This organization holds an annual Summer Institute for Blind College-bound Musicians. They also have a National Resource Center that you can contact with questions about braille music or music technology and they provide workshops and basic music technology training to teachers and college students throughout New England.
Music and Arts Center for the Handicapped (MACH)
National Resource Center for Blind Musicians
600 University Avenue
Bridgeport, CT 06601
Phone: (203) 366-3300
Fax: (203) 368-2847

Music Education Network for the Visually Impaired (MENVI)
MENVI is a coalition of parents, educators and students. Operated by blind musicians and teachers for blind musicians and their teachers, MENVI is an information network and resource.
Music Education Network for the Visually Impaired (MENVI)
Southern California Conservatory of Music
MENVI Headquarters
8711 Sunland Boulevard
Sun Valley, CA 91352
Phone: (818) 767-6554
Fax: (818) 768-6242
Website: http://www.superior-software.com/menvi/
National Braille Association, Inc.
Maintains a collection of braille music in addition to their other services. See their website for pricing information or to order a free catalogue.
National Braille Association, Inc.
Three Townline Circle
Rochester, NY 14623-2513
Phone: (716) 427-8660
Fax: (716) 427-0263
Website: http://www.nationalbraille.org/

NLS
The special music collection consists of more than 30,000 braille and large-print music scores, texts, and instructional recordings about music and musicians on cassette. Some items are purchased from national and international commercial sources. Other materials are selected and produced in braille and audio formats by NLS, with permission of composers, authors, and publishers. Also, some titles are originally developed for the NLS program. The collection includes materials from elementary to advanced levels. http://nlscatalog.loc.gov
A growing number of braille music scores is available in an electronic format via the Internet. The music files can be browsed online or downloaded for later reading or embossing. A list of available titles is on the web www.loc.gov/nls/braille/musiclst.html, and there is a link to each music file from its record in the online catalog
Link for NFB video:
http://www.youtube.com/watch?v=P8Ti1dIrud4

Finale notation software:
Finale Notepad is a free notation software, which allows the music to be saved in a music XML file type. The XML file can be opened with the Lime software from Dancing Dots and produced as braille music.
http://www.finalemusic.com/Finale/
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Figure 13 TSBVI logo.

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 14 IDEAs that Work logo and OSEP disclaimer.

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