



Texas School for the Blind and Visually Impaired Outreach Programs

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Where Do I Start with Music Braille?

February 23, 2016

3:00-4:00 PM

Presented by

Sharon Nichols, Education Consultant

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
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- 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
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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/>

Where Do I Start with Music Braille?

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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

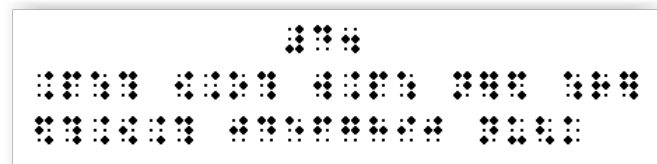


Figure 2 Image of sample braille music

In this example:

- The time signature is at the top of the music
- There is an octave marker before the first the 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

C	D	E	F	G	A	B	Rest	
⠠⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠⠠	Wholes or 16ths
⠠⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠⠠	Halves or 32nds
⠠⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠⠠	Quarters or 64ths
⠠⠠	⠠	⠠	⠠	⠠	⠠	⠠	⠠⠠	8ths or 128ths

Figure 3 Image of notes and value chart

Elementary Lesson

The Baseball Bear

B is for bear, big brown bears, brown,
B is for big B for bears, brown,
B I'm watch - ing bears play - ing base - ball!
I'm watch - ing bears play - ing base - ball!

The image shows a cartoon bear wearing a blue cap and holding a baseball bat. A dashed line connects the bear to a musical staff where a note 'B' is highlighted. Below this are two systems of musical notation in 4/4 time. The first system has lyrics: 'B is for bear, big brown bears, brown,'. The second system has lyrics: 'I'm watch - ing bears play - ing base - ball!'. The notes are: B (quarter), is (quarter), for (quarter), bear, (half), big (quarter), B (quarter), brown (quarter), for (quarter), bears, (half), brown, (half).

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

Notes and Rest

- Notes
- Dotted notes/rests
- Rests

The image shows a musical score with Braille notation above a staff. The Braille notation is: C_4 (red box), D_4 (purple box), E_4 (blue box), F_4 , G_4 , A_4 , B_4 , C_5 . The staff notation is in 4/4 time and shows: a quarter note C4, a dotted quarter note D4, a quarter note E4, a quarter rest, a quarter note F4, a dotted quarter note G4, a quarter note A4, and a quarter note B4.

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?

Worksheet One/Whole, Half and Quarter Notes

It All Adds Up!

Score: ___ of 10 Score: ___ of 10 Score: ___ of 10

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

Intervals

Perfect Intervals

THE *DISTANCE* OF AN INTERVAL IS *ONE* PART OF ITS NAME, BUT THERE'S *MORE*; EVERY INTERVAL HAS ANOTHER QUALITY TO IT, WHICH WE'LL CALL *INFLECTION*.

INFLECTION IS A BIT *HARDER* TO UNDERSTAND, PARTLY BECAUSE IT DEPENDS ON THE *TYPE* OF INTERVAL. SO LET'S START BY LOOKING AT *UNISONS, FOURTHS, FIFTHS* AND *OCTAVES*.

SOME THEORISTS USE THE TERM *QUALITY* FOR THIS... THAT'S COOL TOO.

UNISONS AND OCTAVES ARE THE EASIEST TO LABEL: IF THE TWO NOTES ARE THE *SAME* (FOR EXAMPLE, *B FLAT* AND *B FLAT*), THEN THE INFLECTION IS *PERFECT*; SUCH AN INTERVAL IS CALLED A *PERFECT UNISON* OR A *PERFECT OCTAVE*.

FOURTHS AND FIFTHS REQUIRE A LITTLE MORE *EXPLAINING*. IF YOU LOOK AT ALL THE *FOURTHS* AND *FIFTHS* YOU CAN CREATE USING ONLY THE *WHITE NOTES* ON THE PIANO KEYBOARD (IN OTHER WORDS, USING ONLY NOTES *WITHOUT ACCIDENTALS*):

Figure 7 An illustration of a bar of music with intervals

Octave Marks

Figure 8 shows Braille notation for octave markings. The first line displays seven Braille characters representing different octave positions. The second line shows the Braille character for 'A below first octave'. The third line shows the Braille character for 'C above seventh octave'. Below this is a musical staff with notes and an '8th' marking above a note, indicating the octave.

Figure 8 Image of braille and staff music emphasizing octave markings

Organization of the Fields

Key	Sharps							
G	F#							
D	F#	C#						
A	F#	C#	G#					
E	F#	C#	G#	D#				
B	F#	C#	G#	D#	A#			
F#	F#	C#	G#	D#	A#	E#		
C#	F#	C#	G#	D#	A#	E#	B#	
	Father	Charles	Goes	Down	And	Ends	Battle	

Key	Flats							
F	Bb							
Bb	Bb	Eb						
Eb	Bb	Eb	Ab					
Ab	Bb	Eb	Ab	Db				
Db	Bb	Eb	Ab	Db	Gb			
Gb	Bb	Eb	Ab	Db	Gb	Cb		
Cb	Bb	Eb	Ab	Db	Gb	Cb	Fb	
	Battle	Ends	And	Down	Goes	Charles	Father	

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

Accidentals

♯	Sharp
♭	Flat
♯♯	Double sharp
♭♭	Double flat
♮	Natural

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=P8Ti1dlrud4>

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.