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Musical Note Symbol Mastery Over Spring Break

By Suzanne Buchauer



Ali (front) and her helper, her mother, and her music teacher (in back, from left to right) celebrate music note mastery

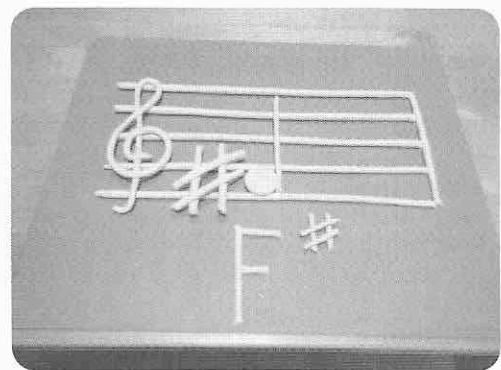
Thanks to the Davis Dyslexia Correction Programs for reading and math that Ali completed two years ago, she is thriving at her school. Her helper completed his Davis Dyslexia Correction Programs at her age, many years ago. However, reading musical notes (for both of them) was still a challenge. Ali plays recorder at school and loves music, dreaming of becoming a songwriter/singer one day. Her helper plays guitar. Both individuals have a wonderful capacity to play by ear; however, the music teachers want them to learn to read notes, as well. This is the story of how they learned to read musical notes, during the spring break, using Davis Symbol Mastery.

On Monday of spring break, Ali and her helper began the Davis Symbol Mastery process by modeling the treble clef scale. Next, they modeled a simple musical note with a stem and the C note, which goes underneath the scale. Finally, they modeled: A, B, C, D, E, F, G, in upper case letters, and a sharp symbol.



On Wednesday morning, Ali's music teacher from her school, her mother, and her helper met at Dyslexia Works in Upper Nyack, New York, to learn the Symbol Mastery procedure for mastering musical notes. After we showed the music teacher the Symbol Mastery steps, she suggested adding in the sound of each note at the end and asked if we could all hum the sound. We all hummed the note after she played it, which was a lovely touch and a really fun experience, and it felt complete for everybody in the room that day.

Ali's music teacher guided Ali and her helper by explaining how to place the sharp symbol. We are so grateful to have been honored by the teacher's visit and supportive participation in the learning of the notes and other symbols on the treble clef scale.



Three weeks after the Symbol Mastery for musical notes, Ali and her helper quizzed each other on the notes, using 2D flash cards provided by her music teacher. They were both pretty surprised at how well it had worked for both of them and so quickly! It really gave them motivation to see this progress. They both reported feeling at ease with the 2D symbols on the flash cards, recognizing the notes and the names. They both reported an increased comfort level with the note reading and no confusion. Their teachers noticed that they were able to do the sight reading exercises with more ease. Both students already have the gift of being able to play by ear well. Now they know how to learn the musical notes, using their way of thinking, and that helps them with their musical goals.

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