

Treble Clef

Plan for Instruction

TEACHER: Student Teacher	DATE(s): N/A
CLASS: TeachLive Classroom	UNIT/KEY STANDARDS:
Materials: Music Worksheet	

Brief Overview (Summary) of the Unit:

In this lesson, students will develop a better understanding of the placement of the notes on the treble clef through guided discourse. The teacher will introduce the treble clef, explain its significance, and guide students through its notes.

Procedures:

1. Introduce the Lesson/Hook

- TTW project/draw a large treble clef on the board.
- TTW ask students what they think the diagram is depicting and what they think is going on in the diagram.
- TSW make guesses and observations.
- TTW ask TS what they think the notes represent. *Why do they each have their own line or space?*

2. Provide the Definition

- After students have been given enough time to make guesses and observations, TTW reveal the students are looking at a treble clef.
- TTW ask students what they already know about reading music.
- After TS have discussed what they know about reading music, the teacher might include the following facts:
 - The treble clef is the most common type of staff they will see in band class.
 - The treble clef looks like the letter G
 - Helpful mnemonic devices to remember the treble clef notes are Every Good Boy Does Fine and F-A-C-E.

3. Introduce New Material/Parts of the Atom

- a. TTW draw a fresh staff on the board (*make sure erase the notes*)
- b. TTW distribute the Music Worksheet
- c. TTW group students.
 - Group One: Savannah & Dev
 - Group Two: Ava, Jasmine, and Ethan
- d. TTW walk the students through problem #1.
- e. TSW complete problem #2 in their groups (*give no more than 15 seconds*)
 - TTW ask each group to read the notes they determined aloud.
- f. TSW complete problem #3 on their own (*give no more than 15 seconds*)
 - TTW ask students, at random, to name the notes in problem #3.
- g. If students are incorrect, TTW redirect and guide them toward the correct answer. (*For example, "if we remember Every Good Boy Does Fine, what would the 3rd note from the bottom be?"*)

4. Exit Ticket (make sure each student answers one of the exit ticket questions)

- a. What is a treble clef?
- b. What is one mnemonic device that we can use to help us remember where the notes go on the treble clef?
- c. What is the other mnemonic device that we can use to help us remember where the notes go on the treble clef?
- d. What is this note? *TT chooses a note at random.*
- e. What is this note? *TT chooses a note at random.*

Worksheet

