

# Unit 3: Theory: Clefs (Weeks2-4)

Content Area: **Template**  
Course(s):  
Time Period: **Full Year**  
Length: **Full Year**  
Status: **Published**

## UNIT RATIONALE

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The purpose of this unit is to teach the bass and treble clefs. These are the fundamental building blocks of all music, including the choral score. Students learn the clefs and apply the knowledge to any piece of music they wish to perform, both now and outside of high school.

\*In reality this unit is taught in conjunction with Units 1 and 2, the first weeks of school.

## ESSENTIAL QUESTIONS

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1. Could you understand music without notation?
2. What are the note names of the Treble Clef?
3. What are the note names of the Bass Clef?
4. What are the mnemonic devices to remember note names?
5. How does knowledge of the Clefs affect you as a singer?

## STANDARDS

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### **New Jersey (NJSL) - Grades 9-12 - Visual and Performing Arts - Music Composition and Theory - Proficient (2020)**

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MU.9-12.1.3B.12prof.Cr3b

Share music through the use of notation, performance or technology, and demonstrate how the elements of music have been employed to realize expressive intent.

MU.9-12.1.3B.12prof.Pr6a

Share live or recorded performances of works (both personal and others') and explain how the elements of music are used to convey intent.

## **New Jersey Core Curriculum - Grade 9 - Visual and Performing Arts (2020) - Music Ensembles - Novice (2020)**

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MU.K-12.1.3C.12nov.Cr3a

Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.

MU.K-12.1.3C.12nov.Pr4b

Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

## **NEW JERSEY STUDENT LEARNING STANDARDS: CAREER READINESS, LIFE LITERACIES AND KEY SKILLS**

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WRK.9.2.12.CAP.6

Identify transferable skills in career choices and design alternative career plans based on those skills.

TECH.9.4.12.CI.3

Investigate new challenges and opportunities for personal growth, advancement, and transition (e.g., 2.1.12.PGD.1).

## **NEW JERSEY STUDENT LEARNING STANDARDS: COMPUTER SCIENCE AND DESIGN THINKING**

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CS.9-12.8.1.12.AP.5

Decompose problems into smaller components through systematic analysis, using constructs such as procedures, modules, and/or objects.

## **PRE-ASSESSMENTS**

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Use theory worksheets and questioning to determine preexisting knowledge. Because the students come from 3 different feeder programs, knowledge varies.

## **INSTRUCTIONAL PLAN**

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Community Learning groups to have more experienced students teach the less experienced students.

## **MODULE 1**

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**Student Learning Intentions (SLI) WALT: (We are learning to...)**

-Definition: Treble Clef, Staff, Note Names Student Learning Intentions (SLI) WALT: (We are learning to...)  
Student Learning Strategies Success Criteria Formative

	<p>Assessment (drives instructional decisions)</p> <p>-Two mnemonic devices to remembering the Treble clef: spaces- FACE and lines- Every Good Boy Does Fine.</p> <p>-Definition: Bass Clef, Staff, Note Names</p> <p>-Two mnemonic devices to remembering the Bass clef: Spaces- All Cows Eat Grass and Lines- Good Boys Do Fine Always</p>
<p><b>Student Learning Strategies</b></p>	<p>Assessment for notes will be a combination of:</p> <p>-Bingo with Clefs</p> <p>-Human Staff Simon Says run by students</p> <p>-Writing words based on notes within the staff in teams.</p> <p>-Clefs are reinforced in Concert Music</p>
<p><b>Success Criteria</b></p>	<p>The ability to look at a note and tell what it's name is. Music is a universal language.</p>
<p><b>Formative Assessment (drives instructional decisions)</b></p>	<p>-By using informal games, teacher builds up a repetitive knowledge of the information before testing.</p> <p>-Formal Quiz is given on note names.</p> <p>-Constant informal assessment through questions and performance of the repertoire.</p>
<p><b>Activities and Resources</b></p>	<p><a href="http://Musictheory.com">Musictheory.com</a></p> <p><a href="http://Sightreadingfactory.com">Sightreadingfactory.com</a></p>
<p><b>Suggested Modifications</b></p>	<p>English Language Learners</p>

**Native language support:** The teacher provides auditory or written content to students in their native language.

**Adjusted Speech:** The teacher changes speech patterns to increase student comprehension. This could include facing the students, paraphrasing, clearly indicating the most important ideas and speaking more slowly.

**Visuals:** The teacher uses graphics, pictures, visuals, and manipulatives. This helps ELL students better understand and comprehend the subjects at hand.

**Front-Loading Vocabulary:** The teacher front loads vocabulary. This means providing students with a list of important vocabulary words they will need to know for a book, lesson, etc. prior to the lesson being taught. Including pictures to go with the vocabulary words is also very beneficial for the students.

### **Special Education Students**

**Chunking:** The teacher presents information in a way that makes it easy for students to understand and remember. Chunking is based on the presumption that our working memory is easily overloaded by excessive detail. The best way to deliver information is to organize it into meaningful units. Because students with special needs get overloaded easily, chunking is an effective strategy to use with them.

**Checking for Understanding:** It is important to constantly check for understanding, especially for students who have accommodations. Teachers want to make sure students understand the concepts being covered in a way that makes sense to them.

**Extra time:** The teacher provides students with special needs extra time to complete work or answer questions. It is important to give students enough time to process their thoughts.

**Oral Reading:** The teacher will read work orally to students. Class work such as tests and literature circles may need to be read aloud to the student.

**Timers:** The teacher will use timers as an instructional tool. The use of timers is beneficial for students who have trouble completing tasks. Timers can be helpful so the student is aware of how much time they have to complete an assignment.

### **Students with 504 Plans**

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#### **Gifted & Talented Strategies**

**Extensions/Enrichments:** Teachers will provide gifted and talented students with extension/enrichment projects. Students will be challenged to further their understanding, to apply acquired knowledge, and/or to produce something in reference to acquired knowledge.

**Modify/Change Activities:** Teachers will monitor and modify activities to accommodate those students who need to be challenged further. Additional reading, problem-solving, writing, or project work is necessary for those students who are ready to move on at a rate more accelerated than their peers. In this way, G & T students are provided the same opportunity for support as special needs students.

#### **Students at Risk of School Failure**

**Directions or Instructions:** Make sure directions and/or instructions are given in limited numbers. Give directions/instructions verbally and in simple written format. Ask students to repeat the instructions or directions to ensure understanding occurs. Check back with the student to ensure he/she hasn't forgotten.

**Peer Support:** Peers can help build confidence in other students by assisting in peer learning. Many teachers use the 'ask 3 before me' approach. This is fine, however, a student at risk may have to have a specific student or two

to ask. Set this up for the student so he/she knows who to ask for clarification before going to you.

**Alternate or Modified Assignments:** Always ask yourself, "How can I modify this assignment to ensure the students at risk are able to complete it?" Sometimes you'll simplify the task, reduce the length of the assignment or allow for a different mode of delivery. For instance, many students may hand something in, the at-risk student may jot notes and give you the information verbally. Or, it just may be that you will need to assign an alternate assignment.

**Increase One to One Time:** When other students are working, always touch base with your students at risk and find out if they're on track or needing some additional support. A few minutes here and there will go a long way to intervene as the need presents itself.

**Contracts:** It helps to have a working contract between you and your students at risk. This helps prioritize the tasks that need to be done and ensure completion happens. Each day write down what needs to be completed, as the tasks are done, provide a checkmark or happy face. The goal of using contracts is to eventually have the student come to you for completion sign-offs.

**Hands On:** As much as possible, think in concrete terms and provide hands-on tasks. This means a child doing math may require a calculator or counters. The child may need to tape record comprehension activities instead of writing them. A child may have to listen to a story being read instead of reading it him/herself.

**Tests/Assessments:** Tests can be done orally if need be. Break tests down in smaller increments by having a portion of the test in the morning, another portion after lunch and the final part the next day.

**Seating:** Seat students near a helping peer or with quick access to the teacher. Those with hearing or sight issues need to be close to the instruction which often means near the front.

## REFLECTIONS

Pending

## **INTERDISCIPLINARY CONNECTIONS: NEW JERSEY STUDENT LEARNING STANDARDS FOR ELA, SOCIAL STUDIES, SCIENCE AND/OR MATHEMATICS**

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CCSS.Math.Practice.MP1

Make sense of problems and persevere in solving them.

CCSS.Math.Practice.MP2

Reason abstractly and quantitatively.

CCSS.Math.Practice.MP3

Construct viable arguments and critique the reasoning of others.