

Cycle II Year 1	Reviewing and practicing how to read treble clef	Wednesday September 15 th , 2010
<p><u>Goal:</u> To prepare students to play recorder by reviewing their knowledge of note reading.</p>	<p><u>Objective:</u> At the end of the lesson, students should be able to read notes ranging from C to A with accuracy two (2) times out of three (3). Recognizing the note should take them less than two (2) seconds.</p>	
<p>Preparation:</p> <ul style="list-style-type: none"> - Have some chalk ready - Have your seating plan on your music stand - 5 sets of notes to read - Flashcards (note reading – Set 1) at hand - Keep the snakes and ladders game close and put tape on the different pawns 		
<p>Time</p>	<p style="text-align: center;"><u>Lesson plan</u></p> <p>5 Greet students, get them seated in rows and ask them how their week is going so far.</p> <p>Prepare: No preparation is needed as the students have been introduced the concept last week.</p> <p>10 Carry out: Drawing on previous knowledge, verify what students remember from last lesson.</p> <ul style="list-style-type: none"> ➤ Questions and teaching <ul style="list-style-type: none"> ▪ What is the musical alphabet? (Write it on the board from top to bottom, making sure students understand that it starts again when you finish at G) ▪ How many lines are there to a staff? (Draw it on the board with a treble clef) ▪ What is this? (Pointing to the treble clef. Then write the notes on the lines) ▪ Who remembers what these notes are called and what is the trick to remember what they are? (Write Every Good Boy Deserves Fudge on the board and then E-G-B-D-F under each individual notes. Explain the pattern, the fact that we always skip a letter of the alphabet when we name lines. Draw another staff under this one and write the notes in the intervals, go over the same notions than what we just did for notes on the lines) ▪ What happens when composers want to hear a note higher than this F you just learnt? (Teach the concept of ledger lines) <p>5 Integrate: Question students on what note is on what line or interval, keeping the models we just created on the board. When I feel most of them understand the concept, I can move on to the game I planned.</p> <p>5 Write notes on the board and have the children speak each note for four (4) counts. Separate in rows if needed.</p> <p>15</p> <ul style="list-style-type: none"> ➤ Game (Flashcards + Snakes and Ladders) <ul style="list-style-type: none"> ▪ Children are split in three teams (each row is a team) 	

5	<ul style="list-style-type: none">▪ They are working on flashcards▪ Each students needs to name the note shown within 3 seconds otherwise they lose their turn and I give the opportunity to the next team to read the note▪ If they succeed, they come up, roll the dice and get to move their pawn. If they ever land on a snake they have to do another flashcard successfully in order not to go down. If they get to a ladder, they have two (2) tries to identify one (1) note. If they do not succeed, they stay where they are (at the bottom of the ladder).▪ The team that is the highest in the grid wins <p>Have children line up calmly at the door and bring them downstairs for their lunch break. Dismiss them.</p>
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