

UNIT 3 – TREBLE CLEF

<p>Established Goals:</p> <p>Students will be able understand and utilize standard notation in the Treble Clef.</p> <p>Students will be able to transfer knowledge of the Treble Clef to the piano roll</p> <p>Students will understand that factors such as duration and pitch are manipulated in the piano roll.</p> <p>Music: 1.3.8.B.1, 1.3.8.B.2, 1.3.8.B.4, 1.4.8.A.7, 1.4.8.B.1</p> <p>Technology: 8.1.8.A.5, 8.1.8.D.2, 8.2.8.A.1</p>	Transfer	
	<p><i>Students will be able to:</i></p> <p><i>Read standard notation from the Treble Clef</i></p> <p><i>Transfer and apply knowledge of the Treble Clef to the piano roll in LMMS</i></p>	
	Meaning	
	ENDURING UNDERSTANDING	ESSENTIAL QUESTIONS
	<p>The treble clef represents specific pitches. By using pre-existing knowledge of notes and rests and applying them to the staff we can achieve the duration of specific pitches.</p>	<p>How does the Treble Clef represent duration and pitch?</p> <p>How do we represent the treble clef using the piano roll?</p>
	Acquisition	
	KNOWLEDGE	SKILLS
	<p><i>Students will be able to</i></p>	<p><i>Students will be skilled at...</i></p>
	<p><i>Read standard notation from the Treble Clef</i></p> <p><i>Transfer and apply knowledge of the Treble Clef to the piano roll in LMMS</i></p>	<p><i>Reading standard notation from the Treble Clef</i></p> <p><i>Transferring and applying knowledge of the Treble Clef to the piano roll in LMMS</i></p>

Vocabulary		Instruction and Pacing (suggested order to teach)	
Treble Clef		1. Students will be introduced to pitches on the Treble Clef	
Pitch		2. Students practice identifying pitches	
Piano Roll		3. Students use knowledge of treble clef to identify pitches of Mary had a Little Lamb	
		4. Students are introduced to the piano roll	
		5. Students transfer Mary Had a Little Lamb to the piano roll	
Resources			
21st Century Skills Creativity Innovation			
Differentiation and Accommodations			

Each objective is accomplished for the special education student just as for the general education student. As required, the material will be modified to conform to each student's IEP.

Each objective is accomplished for the bilingual education student just as for the general education student. As required, for the bilingual education student, the material must be presented in the language/learning style which the student understands. As the bilingual student masters the English language, a transition in teaching occurs via several strategies; the teacher instructs using more English in accordance with the ability of the student to comprehend and the student is mainstreamed for those classes in English where he/she is able to succeed.

Performance Task

Students will perform Mary Had A Little Lamb on the piano. Students will be expected to accurately perform the correct pitches and rhythm.

ASSESSMENTS

Students will be tested on their understanding of the piano roll and the treble clef simultaneously. In addition students will have a project on the piano roll, to be completed on the piano, and will result in a test grade as well.