



Day #2—February 1st, 2022

## Topics

- Treble Clef
- Bass Clef

## Student Learning Objectives

- Students will be able to draw treble and bass clefs
- Students will demonstrate understanding of the function/purpose of different clefs
- Students will understand how to find any note name in either clef
- Students will practice note naming and writing in specific notes in both clefs

## Vocabulary

- Treble clef
- Bass clef
- G clef
- F clef

## Materials

- Overhead projection of timer
- Recordings of: “Stars and Stripes Forever,” countertenor performance (<https://www.youtube.com/watch?v=AyLxQBhFzjs>) and tenor/bass performance (<https://www.youtube.com/watch?v=Nb49AvO87MI>) of “Star Spangled Banner”
- Print-outs (32) of attendance ticket
- Print-outs (32) of HW #2

## Activities

1. Attendance ticket (8–10 min.)
  - Students take an attendance ticket on their way into class
  - May complete ticket as soon as they sit down, but I will specifically give ~6:00 timer once the period begins for them to complete it
  - Go over answers, then collect
2. Treble clef lecture & activities
  - Last time, we mentioned that the piano has high notes and low notes
    - Question for students: which direction on the keyboard is the higher notes and which is the lower notes?
  - Just like the piano has a range of different pitch heights, each different musical instrument has its own sweet spot, or range in which it typically operates
  - Listen to “Stars and Stripes Forever,” paying attention to the piccolo solo at 2:00 and then the trombone soli at 2:55; the piccolos are very high and the trombones are fairly low
    - Question for students: what are some other examples of instruments you can think of that are typically high vs. low? Which gender voice is usually high/low?
  - IF TIME: listen to “Star Spangled Banner” performed by Trace Adkins and John Holiday
  - Think about if every musician (no matter the instrument/vocal register) had to read off this same staff where this line was always X note; it would become very difficult to read
  - This is why we use clefs, to orient the staff for instruments/vocal registers that tend to operate in higher/lower ranges
  - The one we use for higher ranges is called the **treble clef**; also called the **G clef**; it’s called G clef because it sort of wraps around the second line to identify that note as G



- Practice drawing treble clefs; show how to on the board then have students write in 10 of them, either on their own staff paper or in the book (p. 17)
  - Now that we are oriented with the second line as 'G,' let's find all the other notes; just like on the piano keyboard, when you go up by one line/space, you go up one note name; vice versa for down
    - Write down a scale on the board, go around the room and have individuals say what the note name is
    - Line students up at the board and ask them to write me 'X' note
    - IF TIME: do exercise 3-2 (a) in the textbook (p. 21)
  - We only have 7 note names, so you can represent the same note name in different octaves Show examples of three different octaves of C's, etc.
    - On some scratch staff paper, write in two different F's and two different D's in treble clef
3. Bass clef lecture & activities
- All the same concepts from the treble clef apply to the **bass clef**, except that the clef itself looks different and identifies a different range; usually used for lower range instruments
  - Bass clef is also called **F clef** because it makes clear where the note F is (fourth line)
    - Practice drawing bass clefs; show how to on the board then have students write in 10 of them, either on their own staff paper or in the book (p. 28)
  - Practice naming notes in the bass clef
    - Write a small range of notes (C3–G3) with note names underneath and do metronome point and speak
    - Take note names away and repeat
    - Increase the range
  - Practice writing notes in bass clef
    - Write a bunch of notes on the board and have students identify what their names are
    - Exercise 4-2 (a) in the textbook (p. 31)
4. IF TIME: relating clefs to the keyboard
- Draw keyboard with students
  - Draw in closed or open noteheads for the full range of the treble clef
  - Connect noteheads to corresponding location on keyboard
  - Draw new set of notes (out of order, not scalar) and have students connect them to keyboard keys
  - Repeat for bass clef

### Homework

- Assignment #2 is due Friday, 2/4
- Acquire course materials by Tuesday, 2/15
  - The attendance ticket for Tuesday, 2/15 will simply be to show me your two items