

Unit Plan

6th Grade General Music: Note Names and Solfege

Goals for the Unit: To acquaint students with the skills to read note names in the treble and bass clefs. Give students the skills to label solfege and sight sing excerpts in C Major.

Student Will Be Able To: Name all notes in the treble and bass clef. Assign notes solfege syllables in the treble clef in C Major.

National Standards: 1,3,5

Pennsylvania State Standards: 9.1

Lesson Plans: (These three lessons are a sampling of the last three lessons before our note name and solfege test.)

6th grade lesson plan: Tuesday, March 20

Unit Topic: Treble and Bass Clef Note Names

Standards: 1, 3, and 5

Lesson Essential Question: How do you find the names of the lines and spaces on the treble/bass clefs and assign them solfege syllables?

Activating Thinking: Sing a few solfege patterns with hand signs while following the teacher. Ask for a few student volunteers to do the same.

Acceleration/Previewing: Every Good Boy Does Fine, FACE, Great Big Dogs Fight Animals, All Cows Eat Grass, Treble Clef (G clef), Bass Clef (F clef), Ledger Lines, Musical Alphabet, Solfege Syllables.

Teaching Activities and Strategies:

- Review the entire solfege scale. (Do-Do)
- Sign symbols and have students sing at sight the hand signs. Have a few student volunteers come up and try.
- Try labeling and singing/signing with the second sight-singing sheet in the packet with skips!
- Create rhythm chart on the last page of the packet. If time do the same with rests.
- Pass out cards and pieces and play Solfege Bingo!
- Finish class with a TOD where they need to write in solfege syllables.

Summarizing Strategies: Review the lines and spaces of the treble clef, as well as solfege syllables.

Extending/Refining Activities: Identify notes as syllables without the example giving the answers.

Assignment and/or Assessment: Check student answers as they report in about the solfege bingo, grade the TOD.

Re-Teaching Focus & Strategy: Review Bass and Treble Clef Pitches, as well as solfege.

Differentiation: Have a neighbor help a student identify intervals in Solfege Bingo.

Resources & Materials: Note Names packet, Overhead, solfege bingo cards, and piano.

6th grade lesson plan: Friday, March 23

Unit Topic: Treble and Bass Clef Note Names

Standards: 1, 3, and 5

Lesson Essential Question: How do you find the names of the lines and spaces on the treble/bass clefs and assign them solfege syllables?

Activating Thinking: Have students follow the teacher and sing/sign solfege as you lead them. Have them either stand behind the piano or stand at their seats.

Acceleration/Previewing: Every Good Boy Does Fine, FACE, Great Big Dogs Fight Animals, All Cows Eat Grass, Treble Clef (G clef), Bass Clef (F clef), Ledger Lines, Musical Alphabet, Solfege Syllables.

Teaching Activities and Strategies:

- When the students are coming in ask one student to hand back their graded ticket out the doors from last class (they are paper-clipped together in the class folder.)
- Once the students have their folders, start with a listening activity. They should have a listening guide in their folders and know what to do. Pick a song from one of the CD's and put the title and artist on the board.
- Have students take out their note name packets.
- Turn to the "Name That Tune!" page. Have students label the notes and check with their neighbors that they got the right answers. Then have them label the solfege underneath the note names.
- After this put the answers on the overhead with the note names and solfege filled in (provided) so the students can double-check their answers.
- Pass out boomwhackers (one for each student- these are in a box on the floor, right next to the table in the front of the classroom.) Demonstrate how to play in hand and what color is what note.
- Demonstrate how to play boomwhackers in hand. Play the first song on boomwhackers and label the name of the tune! Right after they play on boomwhackers have the students' solfege the same tune with hand signs. Then move onto the next line and repeat the process.

- Complete the treble and bass sheets from the “Ready, Set, Go!” sheets. For the top line of each sheet give the students 60 seconds to finish, then 30 for the next line, 20, then 10. After each line have a student volunteer read off their answers to see if they got them correct. The rest of the class will also know if their own answers are correct.
- Divide the class into five or six and have them pick an excerpt to practice and perform, with hand signs, from either of the sight-singing pages in the packet for the teacher (after a few minutes, go around and listen to each group perform.)
Note: If running close with time, you may skip this activity (or just do treble) and move onto the TOD (next.)
- The TOD should be passed out to the students no later than 1:02 during 6th period and no later than 1:50 during 7th period. The sight-singing Ticket Out the Door #2 and have students fill them out individually and turn them in.

Summarizing Strategies: Review the lines and spaces of the treble clef, as well as solfege syllables.

Extending/Refining Activities: Put solfege syllables on the Ready, Set, Go! Sheets

Assignment and/or Assessment: Visually and aurally assess students as they sing and sign solfege, grade the TOD.

Re-Teaching Focus & Strategy: Review Bass and Treble Clef Pitches, as well as solfege.

Differentiation: Have a neighbor help a student identify intervals in Solfege Bingo.

Resources & Materials: Note Names packet, Overhead, Boomwhackers, Timer, and piano.

6th grade lesson plan: Friday, March 23

Unit Topic: Treble and Bass Clef Note Names

Standards: 1, 3, and 5

Lesson Essential Question: How do you find the names of the lines and spaces on the treble/bass clefs and assign them solfege syllables?

Activating Thinking: Give students a song on the projector to solfege and identify.

Acceleration/Previewing: Every Good Boy Does Fine, FACE, Great Big Dogs Fight Animals, All Cows Eat Grass, Treble Clef (G clef), Bass Clef (F clef), Ledger Lines, Musical Alphabet, Solfege Syllables.

Teaching Activities and Strategies:

- Have students’ solfege an example on the projector.

- Take out packets and have students work on the notes and rhythm page with “your table for 5 min.”
- Go over answers at the end. A combination of getting responses from students and giving them the answers.
- Have the students count off by 5’s and put the 5 groups around the room to work on the “Let’s Crossword” page and “I Though I Was Crazy” 10 min to work on this in groups.
- Have students come back and read the sentences.
- Pass out the review sheet. Complete this with the group. Call on individuals to give answers.
- Review game! Hold up different notes on the staff and have a student hit a boomwhacker to answer. Rules: If you ring and get it right, you pass. If you get it wrong or don’t hit in time to answer twice, then you pass.
- Complete Sight-Singing TOD #3

Summarizing Strategies: Complete Review for students to take home with them.

Extending/Refining Activities: Also complete the sheet “Names of Notes in the Treble/Bass Staff”

Assignment and/or Assessment: Ask for answers from students for various worksheets, grade TOD’s

Re-Teaching Focus & Strategy: Review Bass and Treble Clef Pitches, as well as solfege.

Differentiation: Have a neighbor help a student in need through the worksheets.

Resources & Materials: Note Names packet, Overhead, Boomwhackers, Computer, TOD’s, Note cards.