

Note Reading Lesson Plan

Jack Roeder

Jan. 17, 2022

Gr. 7 Band

Lesson time: 1:40pm – 2:35pm, 55 minutes.

Lesson goal(s): For students to be more comfortable reading notes and rhythms in Western European style notation.

Learning outcomes:

- 5–8 M–M2.2 Read, write, and perform from music notation, as required for playing and/or singing a variety of repertoire.
- 5–8 M–M3.1 Perform and demonstrate an understanding of a variety of metric concepts (e.g., simple, compound, duple, triple, quadruple, irregular, and mixed metres).

	Instructional Strategies	Assessment Tools and Methods	Learning Materials and Resources
Activate:	<p>Talk to students about how their break was, ask if they're excited to be back in school. - Temperature check.</p> <p>Once the students are seated and have their instruments ready, I will ask them to play Au Claire De La Lune. Once we have gone through it a few times I will ask students individually If they can tell me the names of certain notes. I.e., "Xavier, what is the name of the note on beat 3 in measure 5?" This is activating prior knowledge as well as question and answer.</p>	<p>Ask students by name for the names of the notes on the staff. Do the same for time signatures and rhythms.</p>	<p>This should take 5-10 minutes.</p>

	<p>I will also ask individual students 1. what time signature are we playing in? And 2. wow many beats certain notes get. I.e., “Danika, how many beats do you hold the note in measure 4 for?” This is also activating prior knowledge and question and answer.</p> <p>Ask students if they remember the notes of the staff and what they remember. Also ask them if they remember time signatures and note values. This is metacognition, getting students thinking about what they know.</p>		
Acquire:	<p>I will write out the names of the notes for treble and bass clef as well as the mnemonics used to memorize them. I will do the same with the time signatures and note values. This is direct teaching using visual and aural components.</p>	<p>Once we have gone over the notes and rhythms, I will write some examples on the board and ask a student to supply an answer. This is question and answer. Once it seems the majority of the students understand we will move on.</p>	<p>I will need a whiteboard and dry-erase marker. This should take ~20 minutes</p>
Apply:	<p>I will hand out the attached worksheet and ask students to fill it out. (Assessment for learning) Once we have completed the worksheet, we will play a game of music theory</p>	<p>Ask students to trade papers with the person sitting next to them and try to find any mistakes and circle them. (Peer assessment - assessment as learning).</p>	<p>Computer and projector for the jeopardy game.</p> <p>Worksheet and peer evaluation will take ~10-20 minutes.</p> <p>Jeopardy will take ~10-30 minutes.</p>

	<p>jeopardy. (Assessment for learning)</p> <p>At the end of class ask for an exit slip of one sentence answering: What did you learn today? It can be verbal or written. (Assessment for/as learning)</p> <p>To wrap up I will ask if there are any questions and tell the students what they will be working on next class.</p>		<p>Wrap up will take ~5 minutes.</p>
--	--	--	--------------------------------------

Notes:

As it is the first day back, some students may have forgotten their instruments. I will have extra worksheets for them while we are playing.

Book I

Pencil Sessions

Name _____

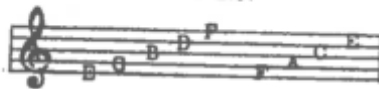
Instrument _____

Score _____

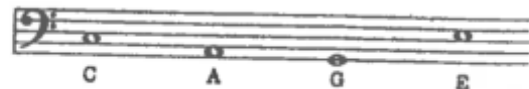
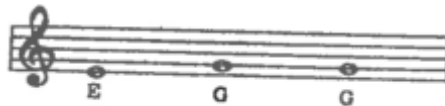
PROJECT #3

Using the clef sign for your instrument, draw notes to spell the following words on the staff.

Example:
Treble Clef



Example:
Bass Clef



1. ace
2. face
3. dead
4. egg
5. deed

6. cage
7. fad
8. age
9. be
10. cab

11. fade
12. beef
13. gab
14. beg
15. bed

16. deaf
17. feed
18. cabbage
19. dab
20. bad

