**Week at a Glance – Music Appreciation (Treble & Bass Clef)**

**Teacher:** Colon   
**Subject:** Band  
**Course:** Music Appreciation  
**Grade:** 9-12  
**Date(s):** 8/25/25-8/29/25  
**Assessment:** 🎵 Daily Practice Checks, 🎵 Friday Notation Quiz

| **Day** | **Pre-Teaching / Learning Target** | **Success Criteria 1** | **Success Criteria 2** | **Activation of Learning (5 min)** | **Focused Instruction (I DO – 10 min)** | **Guided Instruction (WE DO – 10 min)** | **Collaborative Learning (Y’ALL DO – 10 min)** | **Independent Learning (YOU DO – 10 min)** | **Closing (5 min)** |
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| **Mon** | LT: I can identify the lines and spaces of the **treble clef**. | Correctly name treble clef lines (E–G–B–D–F). | Correctly name treble clef spaces (F–A–C–E). | Quick Write: “What do you already know about the treble clef?” | Think Aloud – teacher models reading notes on treble staff. | Guided practice using graphic organizer (treble clef chart). | Jigsaw – small groups create mnemonics for treble clef notes and share. | Independent worksheet: identify 10 treble clef notes. | Exit Ticket: Name 3 random treble clef notes. |
| **Tue** | LT: I can identify the lines and spaces of the **bass clef**. | Correctly name bass clef lines (G–B–D–F–A). | Correctly name bass clef spaces (A–C–E–G). | KWL Chart: “What do you want to know about the bass clef?” | Demonstration: Teacher models bass clef note reading with worked examples. | Teacher-led small group – practice on whiteboard with prompting/cueing. | Peer feedback – partners quiz each other with flashcards. | Practice exercise: identify/write 10 bass clef notes. | 3-2-1 Summary: 3 notes I know, 2 tricks, 1 question. |
| **Wed** | LT: I can compare and contrast the **treble and bass clefs**. | Explain the differences in placement. | Accurately identify which clef is used for given notes. | Anticipation Guide: “Treble and bass clefs share the same note names.” (T/F) | Worked Example: Teacher models how middle C connects both clefs. | Graphic Organizer: Venn diagram comparing treble & bass. | Team Problem Solving: Groups decode short melodies in both clefs. | Independent drill on staff paper: notate C-major scale in both clefs. | Peer Debrief: Share one similarity & one difference. |
| **Thu** | LT: I can apply knowledge of clefs to short **melodic patterns**. | Correctly read 4-measure melodies in treble clef. | Correctly read 4-measure melodies in bass clef. | Do Now: Sight-read 4 notes on the board (random clefs). | Anchor Chart: Post treble & bass mnemonics and note guides. | Call & Response – teacher plays short pattern, class responds in correct clef. | Gallery Walk – groups rotate, reading and performing short notated patterns. | Individual practice: notate given 4-measure melody in both clefs. | One-Minute Summary: “Which clef do you find easier & why?” |
| **Fri** | LT: I can fluently read and write **notes in treble and bass clef**. | Identify 10 random notes across both clefs. | Notate simple melodies in the correct clef. | Think-Pair-Share: “Why do we use two clefs in music?” | Direct Instruction: Review treble & bass clef rules. | Error Analysis: Correct mistakes in sample student work. | Whole-class performance task – read short duet (treble + bass). | Independent quiz – identify/write 15 mixed clef notes. | Revisit LT: Students rate mastery 1–4 & set next goal |