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Emily Prough
Valparaiso University

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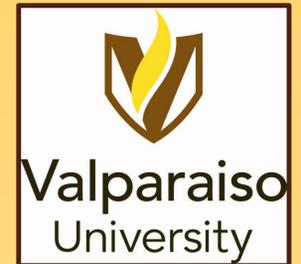
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Name Those Notes

Emily Prough
Valparaiso University, Department of Music



Abstract

The names of the notes on the treble clef staff are not currently taught in the Indiana State Music Curriculum. This concept is essential to the understanding, reading, and writing of music. Therefore, it is important that research based curriculum is developed for this topic. Fourth grade students will complete a pre-test and series of lessons about learning the note names. These lessons will include direct instruction, activities, and homework assignments. A different method or unit plan will be used at each school. Upon the conclusion of each unit, the students will re-take the pre-test as a post-test. Scores from both schools will be compared to analyze which method seemed to produce higher test scores.

Methods

Pre test and Post test conducted for each group before and after lesson instruction cycle, respectively.

School 1:

- Completed students from scratch, learning middle C to C in the staff on first day.
- Completed staff and keyboard study guide to take home for practice
- Listened to musical samples of Freddie the Frog [2], followed by random identification of notes
- Completed fill-in-the blank story by reading notes in small sections on a staff (each group of notes spelled a word)
- Participated in scavenger hunt in book to find songs in the key of C.

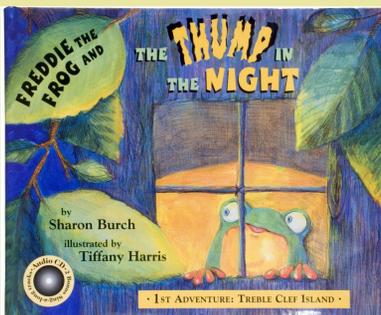
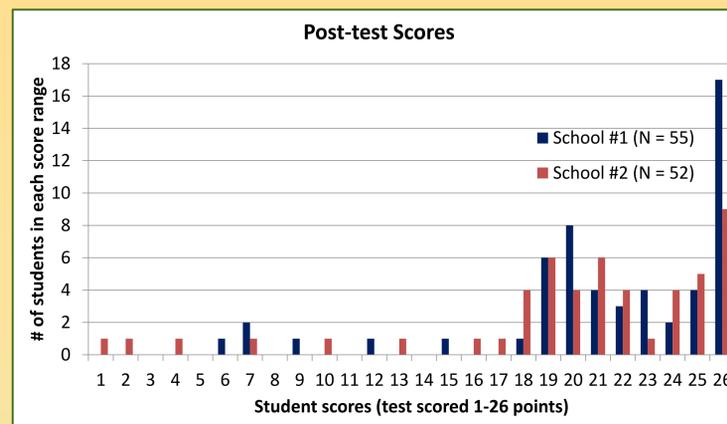
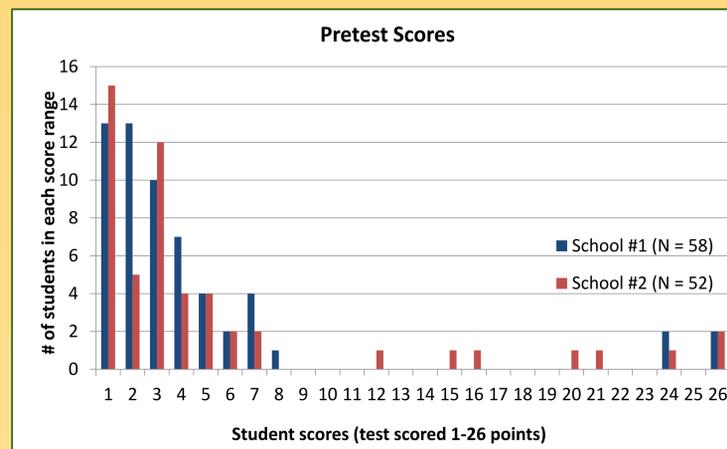


Figure 1: (left) Sample Freddie the Frog text. Kid-friendly music teaching tool, first addition focusing on learning notes in treble clef

School 2:

- Based instruction on students' prior knowledge (listing solfège note names students already knew and using intro text [1])
- Filled in gaps of learning with information provided in Freddie the Frog
- Students completed staff/keyboard study guide and the complete-a-story worksheets
- Songs were both read and sung
- Students went on a scavenger hunt in their books for songs in the key of C

Data



Graphs 1 and 2: (above) Distribution of scores for students in the pre- and post-test. 17 students from school #1 and 19 students from school #2 had prior music experience through private lessons. 12 in total were English learners or special needs students

- Pre-test scores average to be approximately the same for each school, with a similar number of students in each group
- Post-test scores for school #1 show a 15.9 ± 7.9 point gain
- Post-test scores for school #2 show a 14.3 ± 9.0 point gain
- Comparatively, school #1 showed an overall better improvement in test scores

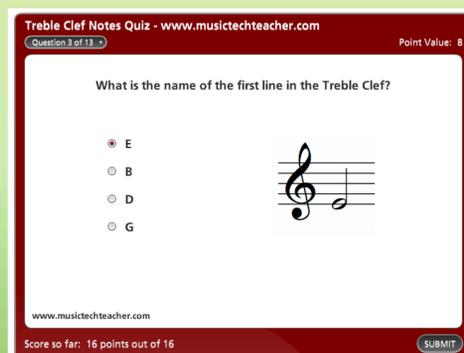


Figure 2: (above) Sample question from online note-guessing quiz

Fill in all the gaps, then press "Check" to check your answers.

Ms. Garrett began class with a review of treble clef note identification. Then she asked her students to identify the words in the following story by naming the treble clef notes.

Tommy brought _____ of candy to school. He was happy to share the candy with _____, _____, and Deb, his best friends. They were all the same _____, _____, another student who liked to _____ about everything, told her friends about the _____ of sweets. _____, who was supposed to _____ helping another student review his treble clef notes, came to see if there was enough candy for all of the students. He _____ for a piece of candy because he hadn't been _____ since breakfast! Tommy placed the candy on the _____ of his desk and _____ up the number of pieces of candy from his _____ . He was nice enough to give a piece of candy to each student in the class.

Figure 3: (above) Sample portion of fill-in-the-gap music note story. Sections of notes form words to fit the story.

Conclusions

- Students from school #1 performed better after instruction
- Starting all students from scratch appears to be most effective for overall improvement in learning note names
- Large error in gain suggests need for more data to confirm results

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