

FIRESIDE MUSIC & MOTION.

Let's Picture Music!

Series

TREBLE CLEF LESSON PLANS

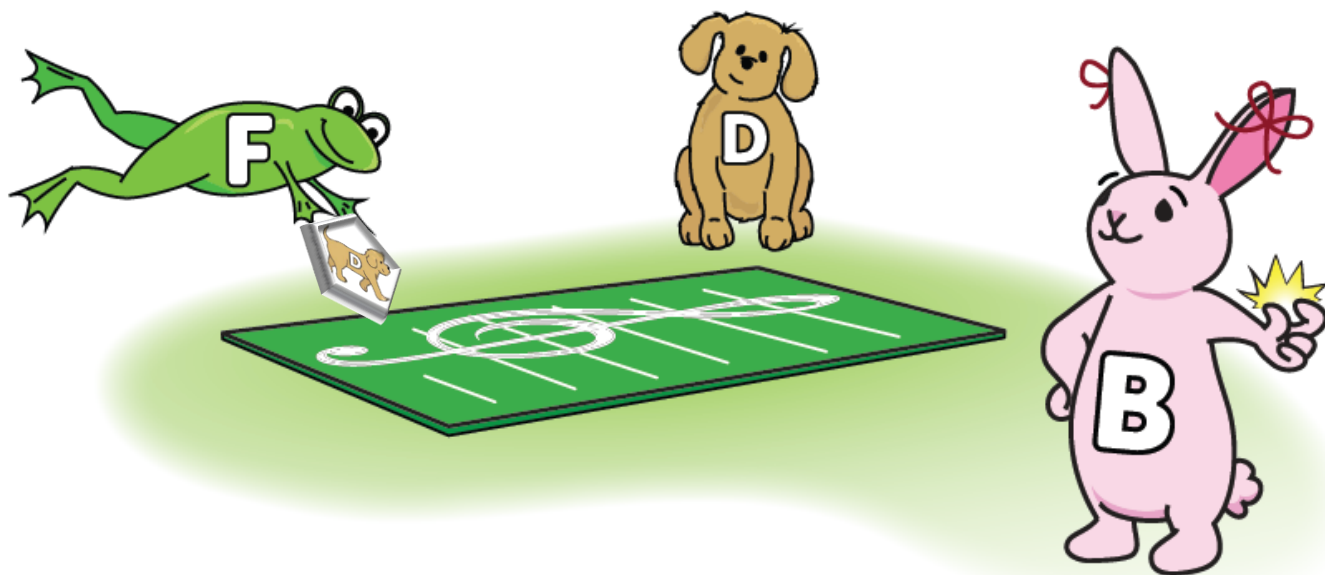


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Materials and Reference Items

Materials you will need for the lessons are listed after the lesson item as “Mat.**”, followed by an abbreviation, as shown below:**

1. Treble Clef Mat (Tabletop or Floor) and Game Pieces or dry-erase marker – abbreviated “**Mat. CM**”
 - a. For tabletop, you will need a Fireside treble clef mat (dry-erase physical product or download) and either Fireside game pieces (physical product or download) or a dry-erase marker.
 - b. For floor, you will need either a Fireside mat (72” yoga mat) or a mat you make from socks. With either one, you will need Fireside Carrot Chips (physical product or download).
2. Fun Figures Coloring Sheets (download)– abbreviated “**Mat. FF**”
3. Color and Clap (or Stomp!) Music Worksheets (download) – abbreviated “**Mat. CC**”
4. Plinket Music One (download, includes Plinket construction instructions and materials) – abbreviated “**Mat. PM1**”
5. Plinket – abbreviated “**Mat. P**”
6. Crayons (Orange – O, Brown – B, Yellow – Y, Light Green – LG, Dark Green – DG, Blue – B, Pink – P) – abbreviated “**Mat. Crayons O&B**” (or other colors)
7. Colored Popsicle Sticks – abbreviated “**Mat. Pop O**” (or other color as above)

Items you may want to refer to during or before the lesson are listed after the lesson items as “Ref.**” followed an abbreviation, as shown below:**

1. For any of the songs, you may want to refer to Treble Clef Song Set-up at the end of these lesson plans – abbreviated “**Ref. SS**”
2. To construct a floor mat made of socks, you may want to watch the video [Jumping Mat Set-Up](#) in your Vimeo library – abbreviated “**Ref. JMSU**”
3. For constructing a sock mat, in addition to watching the [Jumping Mat Set-Up](#) video, you may also want to refer to [Floor Mat Games and Construction](#) at the end of these lessons – abbreviated “**Ref. FMG**”

Lesson Group 1: Learning Low C and D

The tasks in these lessons are best learned in the order listed;
however, the number of times a task is repeated in subsequent lessons is only a suggestion
and can vary depending on the pace that is comfortable for the student.

Lesson	Videos / Activities
Coloring, Singing, and tabletop/ floor Mat Activities – Children 3 ½ and older	
Lesson 1	<ol style="list-style-type: none"> 1. <u>Learn the Treble Clef</u> Video (parents should watch introductory material but may want to start children under 5 at 1:30 minutes). Mat. CM 2. <u>The Carrot Song</u> Video. Ref. SS
Lesson 2	<ol style="list-style-type: none"> 1. <u>Coloring C&D</u> Video. Mats. FF pp. 4-5 and Crayons O&B 2. Optional: Color Fun Figures Coloring Sheets (single notes) C&D. Mats. FF pp. 2-3 and Crayons O&B 3. <u>Treble Flashcards Beginner Matching</u> Video. Mats. CM, Ref. JMSU and FMG
Children under 4 ½ may go on from here to EFG Lessons, as the stomping and plinket lessons below are better suited to older students.	
Add Stomping – Children 4 ½ and older	
Lesson 3	<ol style="list-style-type: none"> 1. Color C&D Worksheet 1. Mats. CC p. 1 and Crayons O&B 2. <u>Stomping it out! CD Beginner</u> Video. Mat. Pop O 3. <u>The Carrot Song</u> Video. Ref. SS
Lesson 4	<ol style="list-style-type: none"> 1. Color C&D Worksheet 2. Mats. CC p. 2 and Crayons O&B 2. <u>Stomping it out! CD Beginner</u> Video. Mat. Pop O If this is too easy, stomp C&D Worksheets 1 and 2 on your own faster. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp. 1-2 (colored) 3. <u>Treble Flashcards Level 1</u> Video (or Matching). Mat. CM
Add Plinket – Children 4 ½ (if able) and older	
Lesson 5	<ol style="list-style-type: none"> 1. <u>Treble Flashcards Level 2</u> Video (or Level 1 or Matching). Mat. CM 2. <u>Stomping it Out! CD Faster</u> Video. Mat. Pop O If this is too fast, stomp out C&D Worksheets 1 and 2 slower on your own. Mat. CC pp. 1-2 (colored) 3. <u>How to Make and Play a Plinket</u> Video (make the plinket). Mat. PM1 p. 11 DON'T COLOR THE KEYBOARD YET. DO THAT IN STEP 4. 4. <u>Navigating the Plinket</u> Video. Mats. Crayons, O, B, Y, LG, DG, B and P and PM1 p. 11 and 13 (plinket keyboard)
Lesson 6	<ol style="list-style-type: none"> 1. <u>Treble Clef Flashcards Level 2</u> Video (or Level 1 or matching). Mat. CM 2. <u>Stomping it Out! CD Faster</u> Video. Mat. Pop O If this is too easy, stomp C&D Worksheets 1 and 2 on your own faster. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC p. 1 (colored) 3. Color C&D Plinket Music 1 and 2. Mats. PM1 pp. 1-2 and Crayons O&B 4. <u>Plinket CD Slower</u> Video then <u>Faster</u> and <u>Ultimate Challenge</u> Videos. Mat. P You can also play the music on your own at any speed. Mat. PM1 pp. 1-2

Lesson Group 2: Learning Low E, F and G

The tasks in these lessons are best learned in the order listed;
however, the number of times a task is repeated in subsequent lessons is only a suggestion
and can vary depending on the pace that is comfortable for the student.

Lesson	Videos / Activities
Coloring, Singing, and tabletop/ floor Mat Activities – Children 3 ½ and older	
Lesson 1	<ol style="list-style-type: none"> 1. <u>Coloring EF&G</u> Video. Mats. FF pp. 9-10 and crayons Y, LG & DG 2. Optional: Color Fun Figures Coloring Sheets (single notes) EF&G. Mats. FF pp. 6-8 and Crayons Y, LG & DG 3. <u>Treble Flashcards Beginning Matching</u> Video. Mat. CM, Refs. JMSU and FMG
Lesson 2	<ol style="list-style-type: none"> 1. <u>Treble Flashcards Level 1</u> Video. Mat. CM 2. <u>Dog and Frog Bippity Bop</u> Video (younger children may need separate days for verses 1 and 2). Mat. Pops Y and DG, Ref. SS
<p>Children under 4 ½ may go on from here to ABC Lessons, as the stomping and plinket lessons below are better suited to older students. (Children under 4 ½ skip the GAB lessons as those begin at stomping).</p>	
Add Stomping – Children 4 ½ and older	
Lesson 3	<ol style="list-style-type: none"> 1. Color EF&G Worksheet 1. Mats. CC p. 3 and Crayons Y, LG & DG 2. <u>Stomping it out! EFG Beginner</u> Video. Mats. Pops Y & DG 3. <u>Dog and Frog Bippity Bop</u> Video. Mat. Pops Y & DG, Ref. SS
Lesson 4	<ol style="list-style-type: none"> 1. Color EF&G Worksheet 2. Mats. CC p. 4 and Crayons Y & DG 2. <u>Stomping it out! EFG Beginner</u> Video. Mat. Pops Y & DG If this is too easy, stomp EF&G Worksheets 1 and 2 on your own faster. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp. 3-4 (colored) 3. <u>Treble Flashcards Level 2</u> Video (or Level 3). Mat. CM
Add Plinket – Children 4 ½ (if able) and older	
Lesson 5	<ol style="list-style-type: none"> 1. <u>Treble Flashcards Level 2</u> Video (or Level 3). Mat. CM 2. Color Plinket EF&G Music 1 and 2. Mats. PM1 pp. 3-4 and Crayons Y, LG & DG 3. <u>Stomping it Out! EF&G Faster</u>. Mat. Pops Y & DG If this is too fast, stomp out EFG Worksheets 1 and 2 slower on your own. Mat. CC pp. 3-4 (colored) 4. <u>Plinket EFG Slower</u> Video. Mat. P You can also play the music on your own at any speed. Mat. PM1 pp. 3-4 (colored)
Lesson 6	<ol style="list-style-type: none"> 1. <u>Treble Clef Flashcards Level 2 or 3</u> Video. Mat. CM 5. <u>Stomping it Out! EF&G Faster</u> Video. Mat. Pops Y & DG If this is too easy, stomp EF&G Worksheets 1 and 2 on your own faster. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC p. 3-4 (colored) 2. <u>Plinket EF&G Faster and Ultimate Challenge</u> Videos. Mat. P You can also play the music on your own at any speed. Mat. PM1 pp. 3-4 (colored)

Lesson Group 3: Learning G, A and B

The tasks in these lessons are best learned in the order listed;
however, the number of times a task is repeated in subsequent lessons is only a suggestion
and can vary depending on the pace that is comfortable for the student.

Lesson	Videos / Activities
Coloring, Singing, and tabletop/ floor Mat Activities – Children 3 ½ and older	
Notes G, A and B are introduced in other lessons (G with the EFG lessons and A and B with the ABC lessons). The GAB lessons are included to provide more plinket practice and therefore, they begin at stomping.	
Add Stomping – Children 4 ½ and older	
Lesson 1	<ol style="list-style-type: none"> 1. Color GA&B Worksheet 1. Mats. CC p. 5 and Crayons DG, B & P 2. <u>Stomping it out! GAB Beginner</u> Video. Mat. Pops DG & P 3. <u>Treble Flashcards Level 2</u> Video (or Level 3). Mat. CM, Refs. JMSU and FMG
Lesson 2	<ol style="list-style-type: none"> 1. Color GA&B Worksheet 2. Mats. CC p. 6 and Crayons DG, B and P 2. <u>Stomping it out! GAB Beginner</u> Video. Mat. Pops DG & P If this is too easy, stomp GA&B Worksheets 1 and 2 on your own at a faster speed. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp 5-6 (colored) 3. <u>Treble Flashcards Level 2</u> Video (or Level 3). Mat. CM
Add Plinket – Children 4 ½ (if able) and older	
Lesson 3	<ol style="list-style-type: none"> 1. Color Plinket GA&B Music 1 and 2 Mats. PM1 pp. 5-6 and Crayons DG, B & P 2. <u>Stomping it Out! GA&B Faster</u> Video. Mat. Pops DG & P If this is too fast, stomp out GAB Worksheet 1 slower on your own. Mat. CC pp. 5-6 (colored) 3. <u>Plinket GAB Slower</u> Video Mat. P You can also play the music on your own at any speed. Mat. PM1 pp. 5-6
Lesson 4	<ol style="list-style-type: none"> 1. <u>Stomping it Out! GA&B Faster</u> Video. Mat. Pops DG & P If this is too easy, stomp GA&B Worksheets 1 and 2 on your own at a faster speed. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp. 5-6 (colored) 2. <u>Plinket GAB Faster and Ultimate Challenge</u> Videos. Mat P You can also play the music on your own at any speed. Mat. PM1 pp. 5-6 (colored) 3. <u>Treble Clef Flashcards Level 2</u> Video (or Level 3). Mat. CM

Lesson Group 4: Learning A, B and High C

The tasks in these lessons are best learned in the order listed;
however, the number of times a task is repeated in subsequent lessons is only a suggestion
and can vary depending on the pace that is comfortable for the student.

Lesson	Videos / Activities
Coloring, Singing, and tabletop/ floor Mat Activities – Children 3 ½ and older	
Lesson 1	<ol style="list-style-type: none"> 1. <u>Coloring AB&C</u> Video. Mats. FF pp. 14-15 and Crayons B, P & O 2. Optional: Color Fun Figures Coloring Sheets (single notes) A, B and C. Mats. FF pp. 11-13 and Crayons B, P & O 3. <u>Treble Flashcards Level 3</u> Video (or Level 2). Mat. CM, Ref. JMSU and FMG
Lesson 2	<ol style="list-style-type: none"> 1. <u>Treble Flashcards Level 3</u> Video (or Level 2). Mat. CM 2. <u>Bouncing Bunny Cha Cha</u> Video (younger children may need separate days for verses 1 and 2). Mat. Pop P, Ref. SS
Add Stomping – Children 4 ½ and older	
Lesson 3	<ol style="list-style-type: none"> 1. Color AB&C Worksheet 1. Mat. CC p. 7 and Crayons P & O 2. <u>Stomping it out! ABC Beginner</u> Video. Mat. Pop P 3. <u>Bouncing Bunny Cha Cha</u> Video. Mat. Pop P, Ref. SS
Lesson 4	<ol style="list-style-type: none"> 1. Color AB&C worksheet 2. Mats. CC p. 8 and Crayons B, P & O 2. <u>Stomping it out! ABC Beginner</u> Video. Mat. Pop P If this is too easy, stomp AB&C Worksheets 1 and 2 on your own at a faster speed. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp. 7-8 (colored) 3. <u>Treble Flashcards Level 3</u> Video (or Level 2) Mat. CM
Add Plinket – Children 4 ½ (if able) and older	
Lesson 5	<ol style="list-style-type: none"> 1. <u>Treble Flashcards Level 3</u> Video (or Level 2) Mat. CM 2. Color Plinket AB&C Music 1 and 2 Mat. PM1 pp. 7-8 and Crayons B, P & O 3. <u>Stomping it Out! ABC Faster</u>. Mat. Pop P If this is too fast, stomp out ABC Worksheet 1 slower on your own. Mat. CC pp. 7-8 (colored) 4. <u>Plinket ABC Slower</u> Video. Mat. P You can also play the music on your own at any speed. Mat. PM1 pp. 7-8 (colored)
Lesson 6	<ol style="list-style-type: none"> 1. <u>Treble Clef Flashcards Level 3</u> Video (or Level 2). Mat. CM 2. <u>Stomping it Out! ABC Faster</u> Video. Mat. Pop P If this is too easy, stomp AB&C Worksheets 1 and 2 on your own at a faster speed. Hold worksheets in front of you as you stomp, keeping a steady beat and not pausing between measures. Mat. CC pp. 7-8 (colored) 3. <u>Plinket ABC Faster</u> and <u>Ultimate Challenge</u> Videos. Mat P You can also play the music on your own at any speed. Mat. PM1 pp. 7-8

Lesson Group 5: Learning High D, E and F

The tasks in these lessons are best learned in the order listed;
however, the number of times a task is repeated in subsequent lessons is only a suggestion
and can vary depending on the pace that is comfortable for the student.

Lesson	Videos / Activities
Coloring, Singing, and tabletop/ floor Mat Activities – Children 3 ½ and older	
High D, E and F are difficult to play on the plinket because they are so close together. Therefore, there are no plinket or stomping videos (which prepare for plinket) for these notes. The high D, E and F Color and Clap Worksheets, can, however, be stomped without a video and played on a keyboard.	
Lesson 1	<ol style="list-style-type: none"> 1. <u>Coloring DE&F</u> Video. Mats. FF pp. 19-20 and Crayons B, Y & LG 2. Optional: Color Fun Figures Coloring Sheets (single notes) D, E and F. Mats. FF pp. 16-18 and Crayons B, Y & LG 3. Advanced Flash Card Game – place all game pieces face down. Say go. Turn pieces over one at a time and place them on the tabletop or floor mat. Individuals can see how fast they can do it and teams can see which one can finish first. Mat. CM, Ref. JMSU and FMG
Add Stomping – Children 4 ½ and older	
Lesson 2	<ol style="list-style-type: none"> 1. Color DE&F Worksheets 1 and 2. Mats. CC pp. 9-10 and Crayons B, Y & LG 2. Stomp DE&F Worksheets 1 and 2 on your own. Mats. CC pp. 9-10 (colored) and Pops. B & LG 3. Advanced Flash Card Game from Lesson 1 above. Mat. CM



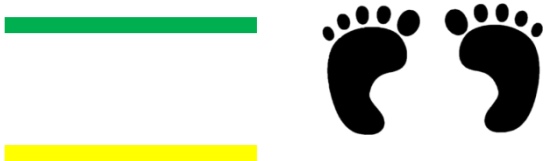
Treble Clef Song Set-Up

The Treble Clef Song Videos include singing and movement to help reinforce the treble clef notes. The movements are explained below.

Stomping: For *Dog and Frog Bippity Bop* and *Bouncing Bunny Cha Cha* you will be stomping forward and back. You will place two colored popsicle sticks on the floor, one about a foot above the other. These represent two of the four notes the song is teaching (specifically, the notes on lines). You will stomp to the right of the sticks so you don't step on them, stepping forward and back according to the words of the song, as shown by the footprints in the videos.

E and G line for *Dog and Frog Bippity Bop*

B and D line for *Bouncing Bunny Cha Cha*



Clapping: *Dog and Frog Bippity Bop* and *Bouncing Bunny Cha Cha* include clapping hands that appear when you are to clap. You should not move from where you are standing, just clap where you are.

Reaching up and down: "Hands Up" and "Hands Down" directions appear when you are to reach your hands up or stretch them down.

The Carrot Song

Words and Music by Jennifer Sills Yoxall

The Carrot, the Dog, the Egg and the Frog, the Grass and the Air and the Bunny.

(fist over fist from floor to waist)

The Bunny leaned down

(lean down to floor, pretend to grasp carrot)

and yanked out the Carrot

(yank hands up above head)

and now above her head, were ...

(hold hands above head)

The Carrot, the Dog, the Egg and the Frog,

(fist over fist above head)

for at least a second or two ...

(indicate one finger then two)

Then they all fell FLAT with a big fat SPLAT!

(fall to the floor)

and the Egg gushed out its goo. Oh

(stand up)

The Carrot, the Dog, the Egg and the Frog, the Grass and the Air and the Bunny.

(fist over fist floor to waist)

The Carrot, the Dog, the Egg and the Frog,

(fist over fist above head)

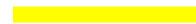
This Song is kind of funny!

(hands face up, right, left, then both)

Dog and Frog Bippity Bop

Words and Music by Jennifer Sills Yoxall

Set-up: Place a dark green popsicle stick representing the G or Grass line about a foot above a yellow popsicle stick representing the E or Egg line. Stomp to the right of the sticks.



Verse 1

Here's my ground line, Bippity Bop.

(stomp left foot then right foot to the right of the E line, clap, clap)

Dog on the bottom

(stomp left foot then right foot back into the D space below the E line)

Frog on top.

(stomp left foot then right foot forward into the F space above the E line)

Back to the ground line Bippity Bop.

(stomp left foot then right foot back, next to the E line, clap, clap)

Now I've got this.

(turn left foot 90° to the left and stomp back to the D space below the E line, then turn right foot 90° to the left and step forward to the F space above the E line)

Hop Hop Hop!

(hop 3 times feet together)

Verse 2

Egg's on the ground line Bippity Bop.

(stomp left foot then right foot to the right of the E line, clap clap)

Frog's looking down

(stomp left foot then right foot forward to the F space above the E line)

with Grass on top.

(stomp left foot then right foot forward to the G line)

Back to the ground line Bippity Bop.

(stomp left foot then right foot back to the E line, clap clap)

Now I've got this.

(turn left foot 90° to the left and stomp on the E line, then turn right foot 90° to the left and step forward to the G line)

Hop Hop Hop!

(hop 3 times feet together)

Bouncing Bunny Cha Cha

Words and music by Jennifer Sills Yoxall

Set-up: Place a brown popsicle stick representing the high D or Dog line about a foot above a pink popsicle stick representing the B or Bunny line. Stomp to the right of the sticks.



Verse 1

The Bunny loves to bounce on her trampoline

(stomp left foot then right foot next to the B line, clap clap)

Up and down,

(reach hands up, then stretch hands down)

through the Air.

(stomp left foot then right foot back to the A space below the B line)

The Bunny loves to bounce on her trampoline

(stomp left foot then right foot forward to the B line, clap clap)

Yes, you'll

(reach hands up, then stretch hands down)

find her there!

(clap clap)

Verse 2

The Bunny loves to bounce on her trampoline,

(stomp left foot then right foot next to the B line, clap clap)

Waving that Carrot above her head.

(stomp left then right foot forward into the C space above the B line, clap clap)

The Carrot doinked the Dog in the nose

(stomp left foot then right foot forward to the D line, clap clap)

And “Ouch” is what he said!

(Reach hands up, then stretch down, clap clap)



Floor Mat Games and Construction

Games:

Below are some of the fun ways students can answer flashcard questions using a Treble Clef floor mat and Fireside Carrot Chip game pieces. Students can use a Fireside Music and Motion (yoga) floor mat or a mat made from 6 black socks (instructions below). Students in groups can take turns answering questions. Alternatively, groups can be divided into two teams each answering questions with their own set of Carrot Chips. Teams can have their own mats or share a mat, with one team providing answers along the left side and the other along the right.

1. Hop to it! Students jump to the answer line or space.
2. Hop & Drop: Students place Carrot Chips face up on the floor at the bottom of the mat. They select the chip that answers the question, hop to the answer line or space, then drop the chip down or place it along the side of the mat.
3. Pretzel Twist: Students place a hand or foot on the first answer, then a different hand or foot on the next, and so on for 4 questions (until both hands and feet are down) or until they fall, whichever happens first. Then they begin again.
4. Inch Worm: Students put both feet on the first answer, then both hands on the second answer, then both feet on the third answer, etc. continuing to alternate to the end or until the next student goes (you can decide how many answers each student gives).

Construction – Building a Treble Clef Sock Mat:

Materials for Building the Mat:

1. 6 socks (suggest black to represent lines on a sheet of music)
2. Piece of rope 2-3' long to represent the "ground line"
3. Two sets of Fireside Carrot Chips (a pack of chips includes two sets)

How to Build the Mat:

1. Place the socks as shown on the "Jumping Mat Set-Up" below. This is also explained in the "Jumping Mat Set-up" Video. Fold a sock in half to represent the small line below the staff.
2. Place the 2-3' rope (shown in green below) stretching out from the bottom sock (not the folded one) to represent the ground line.
3. If matching, place one set of Carrot Chips up the side of the mat as shown below.
4. Optional. Place a stuffed bunny (shown below), shoe, or other object just to the left of the Bunny Chip (or that sock if you aren't using chips up the side) so students can easily remember that this is the middle line or B, where the Bunny bounces.

How to Use the Mat:

1. For answers on lines, students jump or place hands/feet/Carrot Chips in the areas where the dotted blue lines are shown.
2. For answers on spaces, students jump or place hands/feet/Carrot Chips in the correct space between where the blue lines are shown.
3. For beginning or very young students, it's best to start with matching. Place one set of Carrot Chips along the left side of the mat as shown below. This is like using the figure side of the tabletop clef mat. Students use second set of chips to give the answers, which they match to the set running up the side of the mat.

Jumping Mat Set-Up

The jumping mat set-up consists of the following elements:

- A vertical column of eight pentagonal cards on the left, each with a different illustration and a letter:
 - Card 1: Frog, letter F
 - Card 2: Egg, letter E
 - Card 3: Dog, letter D
 - Card 4: Carrot, letter C
 - Card 5: Bunny, letter B
 - Card 6: Air, letter A
 - Card 7: Grass, letter G
 - Card 8: Frog, letter F
- A pink bunny illustration on the far left.
- To the right of each card is a black sock.
- To the right of each sock is a horizontal dashed line for jumping.
- A green horizontal line at the bottom of the mat.

