

4A: Lesson Plan 9/23/19

Introduction

- Freshman Chorus
- Grade 9

Standards

- 1.1.12.B.1 - Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
- 1.3.12.B.2 - The ability to read and interpret music impacts musical fluency.

Objectives

- A. (Behavioral) Students will manipulate the tuning of a triad to ensure that each pitch is balanced in the scale.
- B. (Cognitive) Students will connect their knowledge of counting to the pitches of their assigned sightreading example.
- C. (Experiential) Students will experience a complete performance of “Carol of the Bells.”

Assessments

- A. (Formative) The teacher will assess the intonation of the students to evaluate their capacity to sing in tune.
- B. (Formative) As the example is performed, the teacher will observe the common pulse of the room to identify a consistent understanding of tempo.
- C. (Summative) The teacher will evaluate each students’ participation in the performance in real-time.

Class Background

This ensemble is comprised of all freshmen who elected to have a curricular choir on their schedule. Many of these young singers were heavily involved in the middle school music program and as such, they are well-versed in Kodály practices from their previous choir director. There are 4 students who struggle with matching pitch at the moment, but consistent support of the basses with the piano is helpful when encouraging a solid vocal foundation. The altos are particularly advanced in this ensemble.

Sequence

- Take class attendance
- Warm Up
 - Begin with stretching activities and a full-body shake out exercise.
 - Lip trills from D to S, ascending from D major
 - Humming up and down a 5-note scale, ascending from D major
 - [wi we wi], descending triads from F major
 - “I love to sing,” ascending from B major
- Sight Reading 5

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- Pass out staff paper and complete a counting review, writing in subdivisions in 4/4
- Sing a C major scale, ascending and descending, with sopranos holding Do', tenors holding Sol, altos holding Mi, and basses sustaining Do
- Encourage the students to write in their solfege for this example line
- Sing through the example at least twice, keeping a common pulse on the body
- Review "Yo Le Canto" (mm. 9-22), a cappella for top three voices, but support the basses with the piano
- Talk through the form of "Carol of the Bells," then run the entire piece as a performance
 - Emphasize phrase shapes and energy without rushing the tempo
- Review the first two pages of "Hallelujah Chorus"
 - Special sectional work with the tenors and basses at the piano