

3A: Lesson Plan 9/23/19

<u>Introduction</u> <ul style="list-style-type: none">• Treble Chorus (advanced ensemble)• Grades 10-12	
<u>Standards</u> <ul style="list-style-type: none">• 1.1.12.B.2 - Musical proficiency is characterized by the ability to sight-read advanced notation. Musical fluency is also characterized by the ability to classify and replicate the stylistic differences in music of varying traditions.• 1.3.12.B.2 - The ability to read and interpret music impacts musical fluency.• 1.3.12.B.3 - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.	
<u>Objectives</u> <ul style="list-style-type: none">A. (Cognitive) Students will understand how to transfer Do-based minor solfege to sightreading new musical excerpts.B. (Behavioral) Students will perform previously-known and newly-learned musical excerpts a cappella.	<u>Assessments</u> <ul style="list-style-type: none">A. (Formative) The teacher will observe students' performance of the sight reading and "Truth" to evaluate their progress with sightreading.B. (Formative) The teacher will listen to the tuning of the ensemble to ensure that they understand the musical integrity without supportive accompaniment.
<u>Class Background</u> <p>This is an advanced ensemble class of 27 treble voices. They are conscientious and intelligent students who can be trusted to perform at a high level in every rehearsal. There is one student with an IEP who requires intermittent positive affirmation throughout the class period to account for emotional disturbance.</p>	
<u>Sequence</u> <ul style="list-style-type: none">• Take class attendance• Warm Up<ul style="list-style-type: none">○ Begin with stretching activities and a full-body shake out exercise.○ Lip trills from D to S, ascending from D major○ [ni vu ni vu ni], ascending from D major○ Doorbell resonance exercise down a 5-note scale, ascending from D major○ "I love to sing," ascending from B major• Sight Reading 3<ul style="list-style-type: none">○ Review key signature,○ Sing an F major scale, ascending and descending, on solfege	

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- Encourage students to only write in the solfege that they absolutely need (pillar pitches D, M, and S)
- Sing through the example at least twice
- Review “Yo Le Canto” (mm. 9-22), a cappella
- Review opening and teach the next section in “Truth” (mm. 34-48)
 - Using Do-based solfege in F# minor
- Talk through the form, then perform a complete run-through of “Carol of the Bells”
- Review the 4-part section of “S’Vivon” (mm. 65-end)
 - Ensure that each part remains balanced through the voices
- Facilitate soprano and alto sectionals on “Hallelujah Chorus”
 - 10 minutes alone, then a complete performance together
- Students may review pieces on their own, if there is any free time at the end of the block (Ms. Klein’s standard rule)