

Lesson Plan Template

Introduction

- Mixed Chorus (non-auditioned ensemble)
- Grades 10-12

Standards

- 1.1.12.B.2 - Musical proficiency is characterized by the ability to sight-read advanced notation.
- 1.3.12.B.2 - The ability to read and interpret music impacts musical fluency.

Objectives

- A. (Behavioral) The choir will perform with accurate intonation and supported singing from the warm up throughout the rehearsal.
- B. (Cognitive) The students will conceptualize and actuate the formal elements of “Yo Le Canto.”

Assessments

- A. (Formative) The teacher will observe the students for their alignment and attention to their peers in the warm up to set the tone for the rehearsal.
- B. (Formative) The teacher will ask students to identify similarities and points of departure between the different formal sections of the piece.

Class Background

This class poses an interesting and ever-changing challenge to the discerning educator. The students in this choir represent a diverse range of experience level; there are students who have sung in the choral program at MTHS for their entire high school careers and are content to just sing without the rigor of auditioned choirs, some who have great aspirations in the program, some who are new to reading music but are stellar singers, and others who cannot match pitch. It is a constant search for balance between all of these camps and accommodations for the number of IEP and 504 plans in the classroom.

Sequence

- Privately ask compliant, yet occasionally pitchy bass, Yash, at the start of class to sing a pitch that is in the middle of his range and comfortable for him; use this information to identify where to start range exercises for the day.
- Warm Up
 - Begin with stretching and a full-body pat down exercise from 8 counts down to 1
 - Lip trills from D to S, ascending from D major
 - Doorbell resonance exercise down a 5-note scale, ascending from D major
 - Use Yash’s starting pitch to sing the [ni vu ni vu ni vu ni] exercise in an ascending pattern

- Sigh from top of the voice to the bottom on [u]
- Sight Reading
 - Review key signature, C major
 - Sing a C major scale, ascending and descending, on solfège
 - Give students time to write in their necessary solfège
 - Sing through the example at least twice
- Rehearsal of “Yo Le Canto”
 - Review A' section (mm. 27-32) with clapping
 - Review B section (mm. 33-36)
 - Isolate basses with piano assistance
 - Rehearse the transition from A' to B
 - Expand into the B(La) section from mm. 37-42
 - Essentially the same musical content, just ensure that the choir pays attention to the new rhythm in mm. 40 (straight in the beginning of the bar)