

3A: Lesson Plan 11/18/19

Introduction

- Treble Chorus (advanced ensemble)
- Grades 10-12

Standards

- 1.3.12.B.3 - Understanding of how to manipulate the elements of music is a contributing factor to musical artistry.
- 1.3.2.B.4 - Proper breathing technique and correct posture improve the timbre of the voice and protect the voice when singing.
- 1.4.12.A.2 - Contextual clues within artworks often reveal artistic intent, enabling the viewer to hypothesize the artist's concept.

Objectives

- A. (Experiential) Students will have the experience of running their repertoire in full as it will be in tonight's evening rehearsal.
- B. (Behavioral) Students will perform each piece with relative fluency through difficult transitions with a success rate of 80%.
- C. (Cognitive) Students will understand how to use their own instruments to enact the distinct character of each piece.

Assessments

- A. (Formative) The teacher will observe student engagement to see who is performing with intention.
- B. (Formative) Students will informally evaluate their performance of each piece through structured class dialogue of "greatest hits in successes and failures."
- C. (Formative) Students will informally evaluate their performance of each piece through structured class dialogue of "greatest hits in successes and failures" and respond to teacher prompts.

Class Background

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.

<u>Sequence</u>	<u>Pacing</u>
<ul style="list-style-type: none"> ● Warm Up <ul style="list-style-type: none"> ○ <i>Body</i>: Shake down from 8 to 1 ○ <i>Breath</i>: Rib expansion and exhalation on “shh” ○ <i>Resonance</i>: “Ming” with elf hammer and nail, ascending from D major ○ <i>Tone</i>: Halo exercise, ascending from D major ○ <i>Range</i>: “Climb endlessly” arpeggio with salt bae hand, ascending from B major ○ <i>Tuning</i>: <ul style="list-style-type: none"> ■ Model legato hand signs and sing an ascending/descending major scale on solfège in Db major ■ Split choir into 3 parts (SSA) and sing an ascending major scale on solfège with 2 beats staggered entrance 	<p>10:36-10:45</p>
<ul style="list-style-type: none"> ● Rehearse Treble Chorus Repertoire: <ul style="list-style-type: none"> ○ “Truth” by Andrea Ramsey <ul style="list-style-type: none"> ■ Moments of holding for tuning and confidence boost <ul style="list-style-type: none"> ● mm. 22-23, 48-49, 57-58, 67-68 (solfège?), 77-78 ■ Call and response with proper vowels <ul style="list-style-type: none"> ● Paint the full picture with kinesthesia ● Taken a couple ticks faster when speaking ■ Full run through with the energy of the catchy, quick speaking 	<p>10:45-11:05</p>
<ul style="list-style-type: none"> ○ “S’Vivon” arr. Betty Bertaux <ul style="list-style-type: none"> ■ Movement to keep the groove in the introduction, sets the tone for the rest of the piece! ■ Tempo changes that they do not always accomplish <ul style="list-style-type: none"> ● Conclusion of each verse ■ 4-part circles to run the 4-part section (mm. 49-64) <ul style="list-style-type: none"> ● Still a bit fuzzy, soprano II needs to come out more, everyone needs to recognize the peaks and valleys of their individual parts ■ Transition to slow section as a full choir <ul style="list-style-type: none"> ● “Get out of bed, but decide to go back in” for character ■ Run through with quick sound fixes 	<p>11:05-11:20</p>
<ul style="list-style-type: none"> ● Rehearse Mixed Chorus Repertoire: <ul style="list-style-type: none"> ○ “Carol of the Bells” arr. Wilhousky <ul style="list-style-type: none"> ■ Run through with attention to character and vowels for tuning ○ “Yo Le Canto Todo El Dia” by David Brunner <ul style="list-style-type: none"> ■ Run through with attention to frozen vowels and energy 	<p>11:20-11:25</p> <p>11:25-11:30</p>