

Sing Me/Lullaby/Bruno Mars/Every Time: Freshman Chorus Rehearsal

Your Name: **Anthony DiTaranto**

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School: **Massapequa High, Ames Campus** Coop. Teacher: **Malcolm Gilbert** Grade Level: **9th**

Subject (Band, Orchestra, Chorus, GM, Theory, etc.): **Choir**

Setting (Small group lesson, rehearsal, General Music, etc.): **Large rehearsal**

Lesson Background	Curriculum Goals
<p>What do I know about my students that will inform this lesson (Prerequisite Behaviors) The students have a working knowledge of movable do solfège and can use the system to help sing correct pitches. The basses require the most support with pitches due to the additional coordination demands of their changing voices. Students in the choir will remain engaged in rehearsal as long as transitions are smooth and they are kept active. Students will often have to be reminded to make notes in their scores.</p> <p>How does this lesson connect with and build on the previous lesson(s)? The rubber band activity is an extension of the phrase work we have been doing in lessons. The students have been working on all the repertory since the beginning of the semester, with the exception of the Bruno Mars medley, which this is their first rehearsal on.</p> <p>Describe planned modifications to lesson to accommodate special learners. There is a student in the class with a diagnosed learning disability. His line has been highlighted in his music to assist his tracking and he has been seated at the end of the group, close to the teacher and his 1:1 classroom aide.</p> <p>Academic Language Catch breath, measure, phrase, crescendo, decrescendo, scale, resonance</p> <p>How do you expect to build on this lesson in subsequent lessons? This lesson makes use of essential musicianship skills that the students will need for all following musical endeavors. Being able to sing planned, conjunct musical lines is essential to this piece, and every other piece they will sing. We will also continue to use solfège and vowel matching exercises to build overall musicianship. We will continue to learn two new pages of the Bruno Mars medley per day through the week.</p> <p>Student Supports –Solfège for pitches when necessary –Music binders with standardized pagination –Reminders to students to make notes in their scores</p> <p>Theorists/Learning Theories that Support the Design of this Lesson –Piaget: At this age most students will be in the Formal Operations stage of development and can handle higher level abstract tasks –Zoltan Kodaly: Emphasis on literacy. Solfège and Curwen hand signs used for note reading.</p>	<p>Process Goals –To come to appreciate the active process of learning –To move students from lower to higher levels of thought (Bloom's Taxonomy) –To engender critical thinking –To engender creative thinking</p> <p>National Core Arts Standards Creating 1. Generate and conceptualize artistic ideas and work. 2. Organize and develop artistic ideas and work 3. Refine and complete artistic work Performing 4. Analyze, interpret and select artistic work for presentation 5. Develop and refine artistic techniques and work for presentation. 6. Convey meaning through the presentation of artistic work. Responding 7. Perceive and analyze artistic work. 8. Interpret intent and meaning in artistic work. 9. Apply criteria to evaluate artistic work. Connecting 10. Synthesize and relate knowledge and personal experiences to make art. 11. Relate artistic ideas and works to societal, cultural, and historical context to deepen understanding.</p> <p>Common Core Anchor Core Standards for Reading CCSS.ELA-LITERACY.CCRA.R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. CCSS.ELA-LITERACY.CCRA.R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.</p> <p>Common Core Anchor Core Standards for Language Affective Goals –For students to appreciate and value their personal abilities as composers and performers –For students to appreciate and encourage the work and performance of their fellow classmates –To develop cooperative learning skills</p>

LESSON PLAN

Learning Objectives

1. Students will sing warm up exercises with good rhythm, intonation, and unified vowels.
2. Students will practice singing with good phrasing in “Sing Me to Heaven” with student conductors using the rubber band.
3. Students will sing sections of “Lullaby” with emphasis on improving pitch accuracy.
4. Students will sing the first two pages of the Bruno Mars medley with emphasis on establishing correct pitches and rhythms.
5. Students will sing “Every Time I Feel the Spirit” with dynamic contrast.

Informal Class Assessment

	Achieving	Beginning
Students will sing warm up exercises	Class sang with good rhythm, intonation, and unified vowels	Class was unable to sing with good rhythm, intonation, and unified vowels
Students will practice phrasing in “Sing Me to Heaven”	Class watched student and teacher conducting and was responsive to the given shape	Class was unresponsive to the given shape from the conductor
Students will sing sections of “Lullaby” with emphasis on improving pitch accuracy	Class successfully incorporated the criteria specified in “procedures” below to improve pitch accuracy	Class was unsuccessful in incorporating one or more aspects of the criteria specified in “procedures” below to improve pitch accuracy
Students will sing the first two pages of the Bruno Mars medley with emphasis on pitch and rhythm accuracy	Class sang most pitches and rhythms correctly	Class did not sing most pitches and rhythms correctly
Students will sing “Every Time I Feel the Spirit”	Class successfully incorporated dynamic contrast into their performance	Class did not successfully incorporate dynamic contrast into their performance

National Core Arts Standards Addressed

MU:Pr6.1.E.HSII

- a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

MU:Re8.1.E.HSII

Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.

Common Core Standards Addressed

CCSS.ELA-LITERACY.RL.9-10.1

Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RL.9-10.2

Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RL.9-10.4

Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

CCSS.ELA-LITERACY.RL.9-10.5

Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

Time Requirements: 42 minutes

Equipment/Resources Needed: Pencils, piano, copies of “Lullaby” by Daniel Elder, “Sing Me to Heaven” by Daniel Gawthrop, “Every Time I Feel the Spirit” by William Dawson, and “Bruno Mars – Hitmaker!” arranged by Mark Brymer

Procedure and Planned Questions

Time	Procedure and Questions
5 minutes	Warm up: –“Follow the conductor” exercise –Humming, start b flat and work down, then back up. Open to an open vowel ([za]) as we get higher. Listen for focus and resonance. –Vowel hand signs. [u - o - a - (æ) - ε], and add [i] –Major scale, unison, then in thirds –Major scale, in thirds, with duple and triple subdivisions
10 minutes	Sing Me to Heaven –Sing through measure 34 with rubber band conducting. –Choose student volunteers to conduct measures 19 to 34 with the rubber band.
10 minutes	Lullaby –mm. 17-22 TB notes –mm. 23-26 SA notes –m. 30 find a better gesture –mm. 35-37 TB support –mm. 41-46 TB notes –m. 46 soprano note
10 minutes	Bruno Mars medley –Notes and rhythms of first two pages –Assign next two pages as homework plus review the first two
5 minutes	Run “Every Time I Feel the Spirit” with focus on dynamic contrast
2 minutes	Pack up