

**Materials:**

- Piano
- Student binders (stored in classroom)
- Repertoire copies

**National Core Arts & Illinois Arts Learning Anchor Standards:**

**MU: Pr4.1.E.5a** Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual ensemble

**MU: Pr4.2E.5a** Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

**MYP Objectives:**

**B.i.** Demonstrate the acquisition and development of the skills and techniques of the art form studied.

**B.ii.** Demonstrate the application of skills and techniques to create, perform and/or present art.

**Objectives: I can...**

1. Sing with a well-supported, beautiful tone
2. Independently apply music literacy skills to repertoire

**Assessment Plan:**

1. Formative: Students will be informally assessed for their level of understanding during their participation in the activities of the lesson and in the check-in for understanding.

**Instruction:**

1. Vocal Warm Ups
  - a. Stretching (*Body warm up/alignment*)
  - b. Oo-sip breaths (*Breath engagement*)
  - c. Vocal sirens (*Preparation for phonation*)
  - d. [u] 1-2-3-2-1... then [o] then [a] (*Supported vocalization*)
  - e. W[i]-[o] (*Focused tone*)
  - f. I like to sing low (*Engagement of lower register*)
  - g. Sh[u] Sh[o] Sh[a] (*Legato line & musical phrasing*)
  - h. Th[i] – [e], Th[i] – [o], Th[i] – [a] (*Engagement of upper register*)
  - i. Belly Mamba round (*Musicality*)
  - j. Solfege scale with suspension and resolution (*tuning*)
2. Repertoire: *Malakatumba*
  - a. Review of ostinati (Soprano: supported upper register, Alto: tuning with ensemble, Baritone: Blending within section)
  - b. Student-run sectional time to review body percussion rhythm and how it aligns to the singing sections
  - c. Perform: m. 1-14 on solfege, ostinato with section focuses discussed earlier, incorporate body percussion starting on p.8-end
3. Repertoire: *The Road Not Taken*
  - a. Brief discussion of poem meaning and where the score is reflective of the text (word painting)
  - b. Memorized run through practicing performance etiquette
4. Chamber Ensemble Work
  - a. Baritones: Work with teacher on *Somebody to Love*
  - b. Treble: Independent run of *Weevily Wheat* (focus on rhythm, dynamics, and diction). When done, may work on Time Signatures packet
5. Wrap-Up: Check-in for understanding and quick review of upcoming concert date (April 5<sup>th</sup>)

**Skills & Outcomes:** Students will apply music literacy skills, develop independent musicianship, and hone vocal and performance abilities.