

TAFT • BEGINNING CHOIR LESSON PLAN • JONES
Plans are subject to change due to individual classes and student progress

Class: 5th Date: 11/21/19

Materials:

- YouTube example
- Critical listening handout
- Sight reading example
- Sheet music
- Sonic ViewBoard

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 or ensemble.

MU:Pr4.2.E.5a

Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Re8.1.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text

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. Use proper vocal production techniques
2. Sight read a short excerpt using solfege
3. Critically analyze a musical performance

Assessment Plan:

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

Instruction:

1. Warm Ups
 - a. Stretch (*physical engagement*)
 - b. Breathe (*breath engagement*)
 - c. Hey! (*preparation for phonation*)
 - d. Buzz (*phonation & breath control*)
 - e. Shu Sho Sha (*Legato singing*)
 - f. I like to sing low (*engagement of the lower register*)
 - g. 3-chord round (*musicality*)
2. Attendance and Announcements
 - a. Sight Reading Test tomorrow (Friday 11/22)
3. Sight Reading
 - a. Solfege scale review & round
 - b. Solfege patterns call and response
 - c. 2 examples of 4-measure sight reading
 - i. Students will consult each other about the sight reading before performing the example as a class
4. Critical Listening
 - a. Students will analyze a performance of *We Wish You a Merry Christmas* and fill out a critical reflection
 - b. Whole group discussion of analysis
5. Repertoire
 - a. *We Wish You a Merry Christmas (And All That Jazz!)*
 - b. *Peace, Peace*
6. Check-in for understanding

Accommodations: ELL Students have leniency on songs in English.

Skills & Outcomes: Students will develop their musical literacy, critical listening skills, and continue to prepare to apply their skills in performance