

FRESHMAN CHORALE 12/5/17

<p>Objectives: I can...</p> <ol style="list-style-type: none"> 1. Identify the recurring musical themes 2. “Translate” the meaning of the text 3. Sing all of <i>Blow, Blow</i> on text 	<p>Assessment Plan</p> <ol style="list-style-type: none"> 1. Formative Assessment: Whole group discussion with students raising hands for answers 2. Formative Assessment: Students will present their interpretations in small groups to the class 3. Formative Assessment: Students will demonstrate their ability as an ensemble to do this
<p>Start of Class</p> <p>Attendance</p> <p>Announcements</p> <ul style="list-style-type: none"> • Holiday Spectacular on Friday (8th) at 7 • Last day to bring in items for fundraiser basket is tomorrow! • Our concert is 2 weeks from today! <p>Good Things (Capturing Kids Hearts)</p>	<p>Vocal Warm Ups</p> <ul style="list-style-type: none"> • Stretch (<i>Physical warm up</i>) • Oo-sip breaths (<i>Breath engagement</i>) • Shoot for the moon (<i>Phonation</i>) • Buzz 1-2-3 up by ½ steps (<i>Gets the voice moving</i>) • I like to sing low! (<i>Engagement of lower register</i>) • Ya-ha-hi (<i>Upper range and tall vowels</i>) • Scale, extension, arpeggio, triad in canon (<i>Theory terms and part singing</i>) • Thirds canon in minor (<i>Minor key and tuning</i>) • 3-chord pop song round (<i>Independence and expression</i>)
<p>Instructional Plan</p> <ul style="list-style-type: none"> • Sing through <i>Blow, Blow Thou Winter Wind</i> as they know it (beginning on words and the rest on solfege) • Identify the recurring themes as a class (“verses” and “choruses” are similar thematic material) • Sing through all of <i>Blow, Blow</i> on the text • Break students into 6 groups, assign each group 8 measures of text, give students 15 minutes to research with Chromebooks what the text means • Have groups present their findings to the whole class • Whole group discussion about overall meaning • Sing through <i>Blow, Blow</i> again, this time trying to convey the meaning of the text • End class by singing through <i>We Need a Little Christmas</i> without music to test memory 	<p>GLCE</p> <ul style="list-style-type: none"> • ART.M.1.HS.3 Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. • ART.M.III.HS.3 Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques. • ART.M.V.HS.3 Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music. • ART.M.III.HS.5 Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. • ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory.
<p>Materials</p> <ul style="list-style-type: none"> • Music Folder • Chromebook 	<p>National Core Arts Standards</p> <ul style="list-style-type: none"> • Anchor Standard 4: Select, analyze, and interpret artistic work for presentation • Anchor Standard 5: Develop and refine artistic techniques and work for presentation • Anchor Standard 6: Convey meaning through the presentation of artistic work • Anchor Standard 8: Interpret intent and meaning in artistic work • Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art • Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding