

VOCAL ELEMENTS 2/16/18

<p><b>Objectives:</b> I can...</p> <ol style="list-style-type: none"> <li>1. Sing through all concert repertoire memorized, with expression</li> <li>2. Identify notes on the bass clef</li> <li>3. Thoughtfully discuss what we hear in music</li> </ol>	<p><b>Assessment Plan</b></p> <ol style="list-style-type: none"> <li>1. Formative Assessment: Students will demonstrate their ability as an ensemble to do this</li> <li>2. Summative Assessment: Students will turn in their worksheets to be graded and evaluated.</li> <li>3. Formative Assessment: Students will demonstrate their ability to do this during the listening activity</li> </ol>
<p><b>Start of Class</b></p> <p>Attendance Announcements</p> <ul style="list-style-type: none"> <li>• Reminder that the concert is only a couple of weeks away (March 1)! Time to check uniforms... make sure you know where they are, that they're clean, and they fit.</li> </ul> <p>Good Things (Capturing Kids Hearts)</p>	<p><b>Vocal Warm Ups</b></p> <ul style="list-style-type: none"> <li>• Stretch (<i>Physical warm up</i>)</li> <li>• In for 2, out for 2, etc. (<i>Breath engagement</i>)</li> <li>• Hey! (<i>Phonation</i>)</li> <li>• Wee-o SpongeBob v. Patrick (<i>Tone placement</i>)</li> <li>• Yawn 5-1 (<i>Engagement of lower register</i>)</li> <li>• Pizza is great! (<i>Upper range and text stress</i>)</li> <li>• Who Are You (<i>Engagement of falsetto</i>)</li> <li>• Up and Stop (<i>Solfege, Dissonance-resolution, &amp; tuning</i>)</li> <li>• Belly Mamba (<i>Independence and part singing</i>)</li> </ul>
<p><b>Instructional Plan</b></p> <ul style="list-style-type: none"> <li>• <i>E Ala E</i> by memory. Focus on dynamics and add clapping portion to the end.</li> <li>• <i>Send Down the Rain</i> by memory. Focus on dynamics and bringing out the attitude.</li> <li>• Bass Clef Note Name Review. Hand out corresponding worksheet.</li> <li>• <i>Lament of a Fisher's Wife</i>. Discussion of meaning and then focus on bringing the meaning out in musicality. Girls work on worksheet.</li> <li>• <i>Song That Nature Sings</i>. Focus on musicality. Boys work on worksheet.</li> <li>• Listening Activity: <i>I'm Gonna Sing Til My Spirit Moves in My Heart</i>. Guided discussion.</li> <li>• <i>Blackbird</i> by memory. Focus on balance and bringing out song meaning. Add guitar.</li> <li>• <i>Trashin' the Camp</i> by memory. Learn solo part.</li> </ul>	<p><b>GLCE</b></p> <ul style="list-style-type: none"> <li>• <b>ART.M.I.8.1</b> Sing and play, with expression and technical accuracy, a diverse repertoire of vocal and instrumental literature, with and without notation, including selections performed from memory.</li> <li>• <b>ART.M.I.8.3</b> Sing and play accurately as a soloist, and in both small and large ensembles, with appropriate technique and breath control.</li> <li>• <b>ART.M.III.8.1</b> Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.</li> <li>• <b>ART.M.III.8.2</b> Analyze the uses of musical elements in aural examples from diverse genres and cultures.</li> </ul>
<p><b>Materials</b></p> <ul style="list-style-type: none"> <li>• Music Folder</li> <li>• Whiteboard/markers</li> <li>• Bass clef worksheet</li> <li>• Chromebook/projector/YouTube</li> </ul>	<p><b>National Core Arts Standards</b></p> <ul style="list-style-type: none"> <li>• <b>Anchor Standard 4:</b> Select, analyze, and interpret artistic work for presentation</li> <li>• <b>Anchor Standard 5:</b> Develop and refine artistic techniques and work for presentation</li> <li>• <b>Anchor Standard 6:</b> Convey meaning through the presentation of artistic work</li> <li>• <b>Anchor Standard 8:</b> Interpret intent and meaning in artistic work</li> </ul>