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| Teacher: Huggins | Course: Chorus | Period(s): Block One and Two | Week of: August 23, 2015 |

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|  | Standards | Goals | As a result of this lesson the student will be able to: | Instructional Strategies | What the teacher will do to ensure the student meets the goals: | Activities | The student will: | Homework & Assessment | Student achievement will be measured by: |
| **Monday** |  | Read and notate music.  Use appropriate posture and Kodaly hand signs on do, re, mi, sol, and la. | | 1. Model appropriate physical aspects of singing.  2. Use flash cards to denote lines and spaces.  3. Choral repertoire will be introduced to reinforce physical attributes of singing. | | 1. Participate in team building exercises.  2. Perform vocal warm ups.  3. Demonstrate hand signs in large and small groups.  4. Prepare LET THE RIVER RUN | | Teacher observation of correct posture, pitch, and Kodaly hand signs.  Teacher will monitor team participation of each student. | |
| **Tuesday** |  | Read and notate music.  Examine and perform music from a variety of historical periods. | | 1. Sing diverse repertoire from various historical periods.  2. Examine the roles of music in daily experiences. | | 1. Continue team building with a sharing time.  2. Perform warm ups and sight reading.  3. Denote lines and spaces reading in the keys of G and F.  4. Perform OH, MUSIC and CELEBRATE AMERICA. | | Teacher observation of quality of class participation and demonstration of outlined activities. | |
| **Wednesday** |  | Read and notate music.  Examine and perform music from a variety of historical periods. | | 1. Use a system to sight-read melodies in G and F major.  2.Identify symbols and traditional terms in music examples in class. | | 1. Sing all choral material on solfege.  2. Listen to LET THE RIVER RUN in various style and ensemble settings. | | Students will evaluate their class participation with a class participation rubric. | |
| **Thursday** |  | Make connections between music and other arts disciplines, other content areas and the world.  Sing a variety of music, alone and with others. | | 1. Explore careers in arts by examining the roles of creators and performers.  2. Demonstrate emotional response while listening to music. | | 1. Listen to famous tenor aria from TURNADOT, which is in a scene of MISSION IMPOSSIBLE.  2. Continue solfege, sight-reading, and preparation of choral literature.  3. Prepare for performance evaluation. | | Students will evaluate performance of solfege patterns and choral passages in small groups. | |
| **Friday** |  | Sing a variety of music, alone and with others.  The student will listen to, describe, analyze, and evaluate music and musical performances. | | 1. Utilize specific criteria to evaluate music performances and utilization of musical concepts.  2. Use a system to sight-read melodies in G and F major. | | 1. Review all choral material discussing and performing appropriate breath support, correct pitch and intonation.  2. Review notation I keys of F and G on solfege. | | Teacher will observe small groups evaluating each student with a class participation rubric for an assessment grade. | |

\* All plans are subject to change. Student progress will be monitored and adjustments will be made.