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| Teacher: Huggins | Course: Chorus | Period(s): Block One and Two | Week of: August 30, 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,,fa 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 and read music in large and small groups.4. Prepare LET THE RIVER RUN and CELEBRATE AMERICA. | 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 using appropriate posture and vocal tone. Clap and sing correct rhythms using Kodaly syllables. | 1. Sing diverse repertoire from various historical periods. 2. Examine the roles of music in daily experiences.3. Discuss the tonality of choral examples.4. Add the Key of D major in reading exercises. | 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, D and F.4. Perform and prepare OH, MUSIC and NATIONAL ANTHEM | Teacher observation of quality of class participation and demonstration of outlined activities.Informal assessment of small groups singing two parts.Formal classroom participation evaluation. |
| **Wednesday** |  | Read and notate music using standard notation and Kodaly syllables.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.3. Identify composer, style, and time period of repertoire performed. | 1. Sing all choral material on solfege.2. Listen to NATIONAL ANTHEM in various style and ensemble settings. | Students will evaluate their class participation with a class participation rubric. Informal ear training assessment will be administered. |
| **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. Evaluate performances of patriotic music by John Legend using classroom rubric.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.Informal ear training assessment will be administered in true/false style. |
| **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 using Conversational Solfege in G, F, and D. | Teacher will observe small groups evaluating each student with a class performance rubric for an assessment grade. |

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