|  |  |  |  |
| --- | --- | --- | --- |
| Teacher: Huggins | Course: Chorus | Period(s): Block One and Two | Week of: August 30, 2015 |

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  | 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, and ti. Low sol, la. ti also. | 1. Model appropriate physical aspects of singing.2. Sight read form the Book of Tunes.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, FOR THE BEAUTY, and 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. Reinforce 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 choral music.. | 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, and D major.2 .Identify symbols and traditional terms in music examples in class.3. Identify composer, style, and time period of repertoire performed.4. Understand environmental factors which influence folk song and stories. | 1. Sing all choral material on solfege.2. Listen to patriotic music choral and instrumental performances..3. Add descants to develop part singing skills.4. Listen to popular movie and TV themes. | Students will evaluate their class participation with a class participation rubric. Informal solfege and choral performance 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 other high school choirs.2. Continue solfege, sight-reading, and preparation of choral literature.3. Prepare for performance evaluation. | Formal evaluation of choral parts in small groups for performance quiz.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, D 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.