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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, 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.