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| Teacher: Huggins | Course: Chorus | Period(s): Block One and Two | Week of: September 14, 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, fa, sol, , ti, and la. | | 1. Model appropriate physical aspects of singing.  2. Sight read using BOOK OF TUNES adding D and A flat major.  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 America the Beautiful to performance level. | | Teacher observation of correct posture, pitch, and Kodaly hand signs.  Teacher will monitor team participation of each student. | |
| **Tuesday** |  | Describe music using appropriate terminology.  Examine and perform music from a variety of historical periods. | | 1, Review proper breathing technique.  2. Perform songs critiquing the utilization of singing breath. | | 1. Continue team building with a sharing time.  2. Perform warm ups and sight reading, and breathing exercises.  3. Perform NATIONAL ANTHEM and AMERICA the BEAUTIFUL.. | | Teacher observation of quality of class participation and demonstration of outlined activities.  Peer critiques of breathing exercises. | |
| **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, Aflat, D, B flat , and F major.  2.Identify symbols and traditional terms in music examples in class.  3. Sing rounds, canons, descants and perform two, three, and four part homophonic harmony. | | 1. Sing all choral material on solfege.  2. Sight read Chapter 18 in BOOK of TUNES.  3. Add a descant to AMERICA. | | 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.  3. Critique Pop performers of patriotic music. | | 1. Listen to pop and standard versions of patriotic music.  2. Continue solfege, sight-reading, and preparation of choral literature.  3. Prepare for performance evaluation of America the Beautiful. | | 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, B flat, A flat and F , and D major.  3. Prepare choral literature for Veterans Day and Winter Concert. | | 1. Review all choral material discussing and performing appropriate breath support, correct pitch and intonation.  2. Review notation all notation in studied keys.  3. Perform in large and small groups practicing concert etiquette. | | 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.