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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, low la, low sol. | | 1. Model appropriate physical aspects of singing.  2. Sight read using 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 in large and small groups.  4. Incorporate BOOK of SIGHTSINGING. | | Teacher observation of correct posture, pitch, and Kodaly hand signs.  Teacher will monitor team participation of each student. | |
| **Tuesday** |  | Read and notate music in keys of G, F,C and D.  Examine and perform music from a variety of historical periods.  Perform songs in foreign texts.  Perform a minor scale using low la. | | 1. Sing diverse repertoire from various historical periods.  2. Examine the roles of music in daily experiences.  3. Describe music using terminology, comparing style periods, and cultural implications.  4. Use solfege and standard notation to identifty and perform intervals of major second, third, and fourth. | | 1. Continue team building with a sharing time.  2. Perform warm ups and sight reading identifying intervals.  3. Perform prescribed vocalizes descending and ascending in appropriate ranges.  4. Perform SILENT NIGHT, BRING A TORCH, ASHLOSHAH, SUO GAN. | | Teacher observation of quality of class participation and demonstration of outlined activities. | |
| **Wednesday** |  | Read and notate music using letter pitch names in C major and d minor.  Examine and perform diverse music from a variety of historical periods.  Identify music as major or minor. | | 1. Use a system to sight-read melodies in C , D , and F , and G 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.  4. Determine if music is do or la tonal center to identify tonality. | | 1. Sing. all choral material on solfege.  2. Listen to SILENT NIGHT in various style and ensemble settings.  3. Add a Hebrew selection .  4. Watch a popular Jewish boys choir perform.  5. Sing tunes in major and minor keys. | | 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. Explore uses of lullabies by performers Billy Joel and Kanye West. | | 1. Watch video clips of contemporary performers singing lullabies, accapella music, and foreign languages.  2. Continue solfege, sight-reading, and preparation of choral literature.  3. Prepare for performance evaluation.  4. Participate in mock auditions using vocalizes. | | Students will evaluate performance of solfege patterns and choral passages in small groups.  Determine which students will audition for ALL STATE and Regional ACDA using mock auditions. | |
| **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, C and F , and D major. | | 1. Review all choral material discussing and performing appropriate breath support, correct pitch and intonation.  2. Review notation in keys of F and, D, C and G on solfege.  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.