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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.  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 LET THE RIVER RUN to performance level. | | 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, and D.  Examine and perform music from a variety of historical periods. | | 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. | | 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 and F.  4. Perform OH, MUSIC and CELEBRATE AMERICA, AMERICA, and NATIONAL ANTHEM. | | Teacher observation of quality of class participation and demonstration of outlined activities. | |
| **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 , D , 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. Listen to SOU GAN and other lullabies in various style and ensemble settings. | | 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 Suo Gan including EMPIRE OF THE SUN. | | 1. Listen to SUO GAN from EMPRIRE OF THE SUN.  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. | |
| **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 , 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, 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.