**MUS 752 Advanced Rehearsal Techniques – Month Long Rehearsal Plan**

**Charlene Blondo**

**Northern State University**

**Repertoire**

* *Der Tanz (The Dance)* – Schubert/Robinson – SAB
* *O Vos Omnes* – Victoria/Leavitt – SATB
* *Music Down in My Soul* – Hogan – SATB
* *If Music be the Food of Love* – Dickall – SATB
* *Ave Maria* – Real – SAB
* *Praise His Holy Name*- Hampton – SA(T)B
* *Come to the Music* – Martin – SAB
* *I Bought Me a Cat* – Albrecht - SAB

**Curricular Goals**

As a result of this unit students will:

* Identify some American choral composers/arrangers.
* Perform pieces in various languages, including English, German and Latin.
* Identify and discuss some expressive elements within the music and how they aid in the effectiveness of the music.
* Explore vocal improvisation.
* Apply vocal technique study to repertoire.

I selected this music to challenge the students with a variety of music written and arranged by American composers/arrangers. Through this varied music the opportunities for learning are vast. Aside from the curricular goals listed above, there are many other things we can focus on while studying and preparing the music. We can see how music from different periods in history are made new through the study and performance of *Der Tanz* and *O Vos Omnes*. We can discuss the periods in history this music represents. We can explore spirituals – history and performance of them in particular. The *Ave Maria* arranged by Ramiro Real is a piece found in CPDL that is not copyrighted. We can use this piece and its arranger to discuss ‘free music’, copyrighting, and people like Ramiro Real who write and arrange music simply for the good of the cause of music and its preservation. Students can experience performing varied styles of music and the challenges of moving from one style to another. *I Bought Me a Cat* is fun and light hearted. The students will enjoy it. Finally, this program will provide the audience with a variety in listening and musical enjoyment. Carefully planned program notes will aid in teaching about the background of each piece, its composer/arranger and its place in history and current time.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 1 - Monday**

**Activity Name**

Sight reading new repertoire for performance

**Grade Level/Class**

8-12 Choir

50 minute period

**Major Concepts**

German and Latin languages have similarities in pronunciation.

Warmups are important to proper vocal and choral production.

Solfege and rhythm exercises are applicable to sight reading abilities.

**Materials and Resources**

Warmups exercises

German pronunciation guides

“Der Tanz” – Schubert/Robinson SAB

“If Music be the Food of Love” – Dickall SATB

“I Bought Me a Cat” – Albrecht SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4:K-12.Pr.4: Analyze, interpret and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Apply German pronunciation to lyrics.
* Use Solfege to help in sight reading selected pieces.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will observe the students as they apply various sight reading skills.
* I will listen as the students apply warmup techniques to their choral sound.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Der Tanz”
* Distribute German pronunciation guides.
* “Der Tanz”, “If Music be the Food of Love”, and “I Bought Me a Cat” will be in their folders prior to class.

**Procedure**

* Ask students to stand.
* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Der Tanz”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Lead students through the German pronunciation guide.
* Apply pronunciation to “Der Tanz”.
* Sight read “Der Tanz” using a neutral vocal syllable.
* Ask students to put “Der Tanz” and the German pronunciation guide away.
* Ask students to find “If Music be the Food of Love”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Sight read “If Music be the Food of Love”.
* Ask students to put it away and find “I Bought Me a Cat”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Sight read “I Bought Me a Cat”.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces read today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 1 - Tuesday**

**Activity Name**

Sight reading new repertoire for performance

**Grade Level/Class**

8-12 Choir

50 minute period

**Major Concepts**

German and Latin languages have similarities in pronunciation.

Warmups are important to proper vocal and choral production.

Solfege and rhythm exercises are applicable to sight reading abilities.

**Materials and Resources**

Warmups exercises

Latin pronunciation guides

“Ave Maria” – Ramiro Real SAB

“O Vos Omnes” – arr. Victoria/Leavitt SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4:K-12.Pr.4: Analyze, interpret and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Apply Latin pronunciation to lyrics.
* Use Solfege to help in sight reading selected pieces.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will observe the students as they apply various sight reading skills.
* I will listen as the students apply warmup techniques to their choral sound.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “O Vos Omnes”
* Distribute Latin pronunciation guides.
* “Ave Maria” and “O Vos Omnes” will be in their folders prior to class.

**Procedure**

* Ask students to stand.
* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Ave Maria”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Lead students through the Latin pronunciation guide.
* Apply pronunciation to “Ave Maria”.
* Sight read “Ave Maria” using Latin pronunciation.
* Ask students to put “Ave Maria” away.
* Ask students to find “O Vos Omnes”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Sight read “O Vos Omnes” using Latin pronunciation.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces read today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 1 - Wednesday**

**Activity Name**

Sight reading new repertoire for performance

**Grade Level/Class**

8-12 Choir

50 minute period

**Major Concepts**

Spirituals and Gospel songs have a unique style different from one another.

Warmups are important to proper vocal and choral production.

Solfege and rhythm exercises are applicable to sight reading abilities.

**Materials and Resources**

Warmups exercises

“Music Down in My Soul” – Moses Hogan SATB

“Praise His Holy Name” – Hampton SA(T)B

“Come to the Music” – Martin SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4:K-12.Pr.4: Analyze, interpret and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Apply proper dialect to spiritual music.
* Use Solfege to help in sight reading selected pieces.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will observe the students as they apply various sight reading skills.
* I will listen as the students apply warmup techniques to their choral sound.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Music Down in My Soul”
* “Music Down in My Soul”, “Praise His Holy Name”, “Come to the Music” will be in their folders prior to class.

**Procedure**

* Ask students to stand.
* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Music Down in My Soul”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Lead students through the proper dialect applications for spirituals.
* Apply dialect to “Music Down in My Soul”.
* Sight read “Music Down in My Soul”.
* Ask students to put “Music Down in My Soul” away.
* Ask students to find “Praise His Holy Name”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Sight read “Praise His Holy Name”.
* Ask students to put it away and find “Come to the Music”.
* Students will have a moment to look through the piece.
* Ask students to share what they see and what they hear when looking through it.
* Sight read “Come to the Music”.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces read today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 1 - Thursday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

German and Latin languages have similarities in pronunciation.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

German pronunciation guides

Latin pronunciation guides

“Der Tanz” – Schubert/Robinson SAB

“O Vos Omnes” – Victoria/Leavitt SATB

“Ave Maria” – Ramiro Real

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Apply German and Latin pronunciation to lyrics.
* Identify form and basic structure of the music.
* Identify how vertical alignment functions in polyphony.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will observe the students as they apply pronunciation.
* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of Gregorian Chant.
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Der Tanz”.
* Review German pronunciation, speaking it together in rhythm.
* Ask students to look through the piece and share what they see and hear.
* Speak the text in rhythm.
* Sing the piece using a neutral vocal syllable.
* Ask students to put “Der Tanz” away and find “O Vos Omnes”.
* Review Latin pronunciation, speaking the text together.
* Discuss translation and significance of it.
* Compare and contrast German and Latin pronunciation.
* Ask students to look through the music and notice how their individual part aligns with the other parts in the music.
* Ask students to share what they see and hear.
* Speak entrances using Latin pronunciation.
* Ask students to put “O Vos Omnes” away and find “Ave Maria”.
* Ask students to student the piece and offer ideas of where breath marks should be and why.
* Discuss translation and significance of it.
* Ask students to discuss how “Ave Maria” and “O Vos Omnes” are similar and different.
* Students will then sing through “Ave Maria” applying Latin pronunciation and breath marks.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 1 - Friday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

“Music Down In My Soul” – Hogan SATB

“If Music be the Food of Love” – Dickall SATB

“Come to the Music” – Martin SAB

“I Bought Me a Cat” – Albrecht SAB

“Praise His Holy Name” – Hampton SA(T)B

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “If Music be the Food of Love”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “If Music be the Food of Love” and turn to ms 39-63
* Ask students to quietly read this section and share what they see and hear.
* Discuss vertical alignment.
* Discuss musical elements and their effectiveness.
* Sing through this section, applying what was learned.
* Ask students to put this away and find “Music Down in My Soul”, turning to ms 38-63.
* Discuss if this piece is truly a spiritual or a gospel piece.
* Ask students to quietly read this section and share what they see and hear.
* Speak the text in rhythm.
* Sing parts on a ‘doo’ syllable, paying close attention to accents and being sure not to swing the eighth notes.
* Sing this section as written.
* Ask students to put this away and find “Come to the Music”, turning to ms 57-69.
* Ask students to quietly read this section and share what they see and hear.
* Review time signature and rhythm.
* Discuss how this section builds and what significance that building may have.
* Discuss what the text means to the students.
* Ask students to put this away and look for “I Bought Me a Cat”.
* Ask the students to quietly read the music and share what they see and hear.
* Practice reading the piece from beginning to end, adding percussive sounds as written.
* Discuss what a folk song is and how and/or why does this piece fit.
* Ask students to put this away and look for “Praise His Holy Name”, going to ms 5-12.
* Ask students to quietly read this section and share what they see and hear.
* Discuss if this piece is a spiritual or a gospel piece and why.
* Discuss style characteristics for performance.
* Rehearse this section as written.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 2 - Monday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

Exploration of musical meaning and purpose.

**Materials and Resources**

Warmups exercises

“Der Tanz” – Schubert/Robinson

“If Music be the Food of Love” – Dickall SATB

“Come to the Music” – Martin SAB

“I Bought Me a Cat” – Albrecht SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.
* Assess meaning of music and its purpose.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* I will observe as students share thoughts about meaning and purpose of the music.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Come to the Music”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Der Tanz”.
* Review German pronunciation.
* Ask students to read inside of the front cover. Discuss what they find and how that information provides more insight to the music, if it does.
* Read the English translation.
* Ask students to share if the music as written reflects the meaning of the text.
* Rehearse the piece.
* Ask students to put this away and look for “Come to the Music”, turning to ms 75 to the end.
* Ask students to quietly read this section and share what they see and hear.
* Review rhythm by speaking parts in time.
* Rehearse the music in this section.
* Ask students to put this away and look for “If Music Be the Food of Love”, beginning to ms 39.
* Ask students to quietly read this section and share what they see and hear.
* Discuss how effective it is – text versus music – and the relationship.
* Discuss what the meaning of the lyrics may be.
* Rehearse this section.
* Ask students to put this away and look for “I Bought Me a Cat”.
* Review division of parts.
* Rehearse music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 2 - Tuesday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

“Ave Maria” – Ramiro Real SAB

“O Vos Omnes” – Victoria/Leavitt SATB

“Music Down In My Soul” – Hogan SATB

“Praise His Holy Name” – Hampton SA(T)B

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Praise His Holy Name”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Ave Maria”
* Review Latin pronunciation
* Ask students to quietly ready through the music and share what they see and hear.
* Pull out the open 5ths.
* Rehearse the music.
* Ask students to put this away and look for “O Vos Omnes” turning to ms 1-16 and 17-33.
* Ask students to quietly read through these sections and share what they see and hear.
* Review vertical alignment.
* Review Latin pronunciation.
* Discuss English translation and historical significance of this piece.
* Rehearse these sections.
* Ask students to put this away and look for “Music Down in My Soul”, turning to ms 64-end.
* Ask students to quietly read this section and discuss what they hear and see.
* Discuss what is happening in the music. Is this call and response?
* Rehearse the music in this section.
* Ask students to put this away and look for “Praise His Holy Name”, looking at Coda to end.
* Ask students to quietly read this section and share what they see and hear.
* Discuss the form and the importance of the function.
* Rehearse the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 2 - Wednesday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

“If Music be the Food of Love” – Dickau SATB

“O Vos Omnes” – Victoria/Leavitt SATB

“Music Down In My Soul” – Hogan SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “O Vos Omnes”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “If Music Be the Food of Love” and turn beginning thru ms 63.
* Ask students to quietly read this section and share what they see and hear.
* Discuss the following:
  + Form
  + Climax, resolution
  + Effectiveness
  + Meaning and purpose
* Ask students to put this away and look for “O Vos Omnes”, turning to ms 34-51 and 52 to end.
* Ask students to quietly read these sections and share what they see and hear.
* Discuss the following:
  + Form
  + Effectiveness
  + Movement of the music
  + Purpose
* Rehearse the moving parts separately.
* Rehearse the music in these sections wholly.
* Ask students to put this away and look for “Music Down In My Soul”, beginning – ms 38.
* Ask students to quietly read this section and share what they see and hear.
* Discuss the following:
  + Form
  + Climax, resolution
  + Effectiveness
  + Meaning and purpose
  + Style
* Rehearse the music in this section.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 2 - Thursday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

“Come to the Music” – Martin SAB

“Praise His Holy Name” – Hampton SA(T)B

“If Music Be the Food of Love” – Dickau SATB

“Der Tanz” – Schubert/Robinson SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Der Tanz”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Come to the Music”, beginning to ms 57.
* Ask students to quietly read this section and discuss what they see and hear.
* Review details of the music.
* Discuss the following:
  + Form
  + Climax, resolution
  + Effectiveness
  + Meaning and purpose
  + Style
  + Folk style
* Rehearse this section.
* Ask students to put this away and look for “Praise His Holy Name”, beginning to Coda.
* Ask students to quietly read this section and share what they see and hear.
* Discuss the following:
  + Form
  + Climax, resolution
  + Effectiveness
  + Meaning and purpose
  + Style
  + Historical significance, if any
* Rehearse the music in this section.
* Ask students to put this away and look for “I Bought Me a Cat”.
* Ask students to quietly read the music and share what they see and hear.
* Rehearse the entire piece.
* Ask students to put this away and look for “Der Tanz”.
* Ask students to quietly read this piece and share what they see and hear.
* Discuss the following:
  + Form
  + Climax, resolution
  + Effectiveness
  + Meaning and purpose
  + Style

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 2 - Friday**

**Activity Name**

Exploration of Musical Concepts.

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Vertical alignment of music.

Describe contrast of style/genre.

**Materials and Resources**

Warmups exercises

“Ave Maria” – Ramiro Real SAB

“O Vos Omnes” – Victoria/Leavitt SATB

“If Music Be the Food of Love” – Dickau SATB

“Music Down In My Soul” – Hogan SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 2: K-12.Cr.2: Organize and develop artistic ideas and work.

1.MU.Cr.2.1.b

Anchor Standard 3: K-12.Cr.3: Refine and complete artistic work.

1.MU.Cr.3.1.a

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.2.a

1.MU.Pr.4.2.b

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for presentation.

1.MU.Pr.5.1.b

Anchor Standard 7:K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.2.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply warmups incorporating rhythmic exercises to selected pieces.
* Identify form and basic structure of the music.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Music Down in My Soul”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Ave Maria”
* Ask students to quietly read the music and share what they see and hear.
* Rehearse the music.
* Ask students to put this away and look for “O Vos Omnes”, 1st half.
* Ask students to quietly read this section and share what they see and hear.
* Rehearse the music.
* Ask students to put this away and look for “If Music Be the Food of Love”, ms 39-end.
* Ask students to read this section and share what they see and hear.
* Rehearse this section.
* Ask students to put this away and look for “Music Down in My Soul”, ms 38 – end.
* Ask students to read this section and share what they see and hear.
* Rehearse this section.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 3 - Monday**

**Activity Name**

Deeper Musical Understanding and Application

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Describe contrast of style/genre.

Historical implications

Musical significance

**Materials and Resources**

Warmups exercises

“Come to the Music” – Martin SAB

“If Music Be the Food of Love” – Dickau SATB

“O Vos Omnes” – Victoria/Leavitt SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

1.MU.Re.7.2.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Identify American composers and arrangers.
* Explain effectiveness of the music.
* Understand historical significance of music studied.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* Asking students to evaluate their progress.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Come to the Music”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Come to the Music” ms 57-end.
* Discuss areas of concern.
* Rehearse section.
* Ask students to put this away and look for “I Bought Me a Cat”.
* Discuss areas of concern.
* Rehearse music.
* Ask students to put this away and look for “O Vos Omnes”, 2nd half.
* Discuss areas of concern.
* Rehearse section.
* Ask students to put this away.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 3 - Tuesday**

**Activity Name**

Deeper Musical Understanding and Application

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Describe contrast of style/genre.

Historical implications

Musical significance

**Materials and Resources**

Warmups exercises

“Ave Maria” – Ramiro Real SAB

“If Music be the Food of Love” – Dickau SATB

“Music Down in My Soul” – Hogan SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

1.MU.Re.7.2.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Identify American composers and arrangers.
* Explain effectiveness of the music.
* Understand historical significance of music studied.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* Asking students to evaluate their progress.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “If Music be the Food of Love”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Ave Maria”.
* Discuss any concerns.
* Rehearse the music.
* Ask students to put this away and look for “If Music Be the Food of Love”.
* Discuss concerns.
* Rehearse small sections at a time.
* Ask students to put this away and look for “Music Down in My Soul” ms 64-end.
* Discuss concerns.
* Rehearse section.
* Ask students to put this away.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 3 - Wednesday**

**Activity Name**

Deeper Musical Understanding and Application

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Describe contrast of style/genre.

Historical implications

Musical significance

**Materials and Resources**

Warmups exercises

“Der Tanz” – Schubert/Robinson SAB

“Praise His Holy Name” – Hampton SA(T)B

“O Vos Omnes” – Victoria/Leavitt SATB

“Come to the Music” – Martin SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

1.MU.Re.7.2.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Identify American composers and arrangers.
* Explain effectiveness of the music.
* Understand historical significance of music studied.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* Asking students to evaluate their progress.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “Praise His Holy Name”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “Der Tanz”.
* Discuss any concerns.
* Rehearse the music.
* Ask students to put this away and look for “Praise His Holy Name”.
* Discuss concerns.
* Rehearse coda.
* Ask students to put this away and look for “O Vos Omnes”.
* Discuss concerns.
* Rehearse sections.
* Ask students to put this away and look for “Come to the Music”.
* Discuss concerns.
* Rehearse sections.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 3 - Thursday**

**Activity Name**

Deeper Musical Understanding and Application

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Describe contrast of style/genre.

Historical implications

Musical significance

**Materials and Resources**

Warmups exercises

“If Music be the Food of Love” – Dickau SATB

“O Vos Omnes” – Victoria/Leavitt SATB

“Music Down in My Soul” – Hogan SATB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

1.MU.Re.7.2.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Identify American composers and arrangers.
* Explain effectiveness of the music.
* Understand historical significance of music studied.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* Asking students to evaluate their progress.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “O Vos Omnes”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “If Music be the Food of Love”.
* Discuss and concerns.
* Rehearse small sections.
* Ask students to put this away and look for “O Vos Omnes”.
* Discuss concerns.
* Rehearse small sections at a time.
* Ask students to put this away and look for “Music Down in My Soul” beg-ms 38..
* Discuss concerns.
* Rehearse section.
* Ask students to put this away.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 3 - Friday**

**Activity Name**

Deeper Musical Understanding and Application

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Describe contrast of style/genre.

Historical implications

Musical significance

**Materials and Resources**

Warmups exercises

“I Bought Me a Cat” – Albrecht SAB

“Der Tanz”- Schubert/Robinson SAB

“Ave Maria” – Ramiro Real SAB

“Praise His Holy Name” – Hampton SA(T)B

**Rationale**

**South Dakota Music Standards**

Anchor Standard 4: K-12.Pr.4: Analyze, interpret, and select artistic works for presentation.

1.MU.Pr.4.1.a

1.MU.Pr.4.3.a

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

1.MU.Re.7.2.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Identify American composers and arrangers.
* Explain effectiveness of the music.
* Understand historical significance of music studied.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* I will ask the students to discuss specific elements within the music, including dynamics, basic form, key or mode, climax, tempo, articulations.
* Asking students to evaluate their progress.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of “I Bought Me a Cat”
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Ask students to find “I Bought Me a Cat”.
* Discuss and concerns.
* Rehearse the music.
* Ask students to put this away and look for “Der Tanz”.
* Discuss concerns.
* Rehearse the music.
* Ask students to put this away and look for “Ave Maria”.
* Discuss concerns.
* Rehearse the music.
* Ask students to put this away and look for “Praise His Holy Name”.
* Discuss concerns.
* Discuss vocal improvisation and ask for volunteers.
* Rehearse the music and add vocal improvisation.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 4 - Monday**

**Activity Name**

Performance Considerations and Musical Assessments

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Preparing for performance.

Musical Assessment.

**Materials and Resources**

Warmups exercises

“Praise His Holy Name” – Hampton SA(T)B

“Music Down In My Soul” – Hogan SATB

“O Vos Omnes” – Victoria/Leavitt SATB

“Ave Maria” – Ramiro Real SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

1.MU.Pr.6.1.b

1.MU.Pr.6.1.c

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.

1.MU.Re.9.1.a

Anchor Standard 10: K-12.Cb.10: Synthesize and relate knowledge and personal experiences to make artistic works.

1.MU.Cn.10.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Explain effectiveness of the music.
* Apply musical knowledge to performance.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* Asking students to evaluate their progress.
* Performance of studied pieces of music.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of Gregorian Chant.
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* “Praise His Holy Name” – rehearse beginning to end.
* Discuss concerns.
* “Music Down in My Soul” – rehearse beginning to end.
* Discus concerns.
* “O Vos Omnes” – rehearse beginning to end.
* Discuss concerns.
* “Ave Maria” – rehearse beginning to end.
* Discuss concerns.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 4 - Tuesday**

**Activity Name**

Performance Considerations and Musical Assessments

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Preparing for performance.

Musical Assessment.

**Materials and Resources**

Warmups exercises

“If Music Be the Food of Love” – Dickau SATB

“Come to the Music” – Martin SAB

“I Bought Me a Cat” – Albrecht SAB

“Der Tanz” – Schubert/Robinson SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

1.MU.Pr.6.1.b

1.MU.Pr.6.1.c

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.

1.MU.Re.9.1.a

Anchor Standard 10: K-12.Cb.10: Synthesize and relate knowledge and personal experiences to make artistic works.

1.MU.Cn.10.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Explain effectiveness of the music.
* Apply musical knowledge to performance.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* Asking students to evaluate their progress.
* Performance of studied pieces of music.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Listening focus: recording of Schubert.
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* “I Bought Me a Cat” – rehearse beginning to end.
* Discuss concerns.
* “Come to the Music” – rehearse beginning to end.
* Discus concerns.
* “If Music be the Food of Love” – rehearse beginning to end.
* Discuss concerns.
* “Der Tanz” – rehearse beginning to end.
* Discuss concerns.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 4 - Wednesday**

**Activity Name**

Performance Considerations and Musical Assessments

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Preparing for performance.

Musical Assessment.

**Materials and Resources**

Warmups exercises

“Praise His Holy Name” – Hampton SA(T)B

“Music Down In My Soul” – Hogan SATB

“O Vos Omnes” – Victoria/Leavitt SATB

“Ave Maria” – Ramiro Real SAB

“Der Tanz” – Schubert/Robinson SAB

“If Music Be the Food of Love” – Dickau SATB

“Come to the Music” – Martin SAB

“I Bought Me a Cat” – Albrecht SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

1.MU.Pr.6.1.b

1.MU.Pr.6.1.c

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.

1.MU.Re.9.1.a

Anchor Standard 10: K-12.Cb.10: Synthesize and relate knowledge and personal experiences to make artistic works.

1.MU.Cn.10.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply musical knowledge to performance.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* Asking students to evaluate their progress.
* Performance of studied pieces of music.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Review and discuss specifics.
* Rehearse all music straight through.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 4 - Thursday**

**Activity Name**

Performance Considerations and Musical Assessments

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Moving from one style to another.

Warmups are important to proper vocal and choral production.

Preparing for performance.

Musical Assessment.

**Materials and Resources**

Warmups exercises

“Praise His Holy Name” – Hampton SA(T)B

“Music Down In My Soul” – Hogan SATB

“O Vos Omnes” – Victoria/Leavitt SATB

“Ave Maria” – Ramiro Real SAB

“Der Tanz” – Schubert/Robinson SAB

“If Music Be the Food of Love” – Dickau SATB

“Come to the Music” – Martin SAB

“I Bought Me a Cat” – Albrecht SAB

**Rationale**

**South Dakota Music Standards**

Anchor Standard 5: K-12.Pr.5: Develop and refine artistic works for performance.

1.MU.Pr.5.1.a

1.MU.Pr.5.1.b

Anchor Standard 6: K-12.Pr.6: Convey meaning from the presentation of artistic work.

1.MU.Pr.6.1.a

1.MU.Pr.6.1.b

1.MU.Pr.6.1.c

Anchor Standard 7: K-12.Re.7: Identify and analyze artistic works.

1.MU.Re.7.1.a

Anchor Standard 8: K-12.Re.8: Interpret intent and meaning in artistic work.

1.MU.Re.8.1.a

Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.

1.MU.Re.9.1.a

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**Teaching Strategies**

**Anticipatory Set**

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* Ask students to share some specific details they remember about the pieces rehearsed today.
  + This can be anything related to warmups, language, rhythm, melodies, etc.
* Ask students to give a brief assessment of their rehearsal today and share ideas to make it better.

**Lesson Plan: HS Choir Concert Preparation**

**NAME Charlene Blondo DATE Week 4 - Friday**

**Activity Name**

Performance and Musical Assessments

**Grade Level/Class**

8-12 Choir

50 minute period.

**Major Concepts**

Preparing for performance.

Musical Assessment.

**Materials and Resources**

Warmups exercises

“Praise His Holy Name” – Hampton SA(T)B

“Music Down In My Soul” – Hogan SATB

“O Vos Omnes” – Victoria/Leavitt SATB

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Anchor Standard 9: K-12.Re.9: Apply criteria to evaluate artistic works.

1.MU.Re.9.1.a

Anchor Standard 10: K-12.Cb.10: Synthesize and relate knowledge and personal experiences to make artistic works.

1.MU.Cn.10.1.a

**Behavioral or Observable Objectives**

As a result of this activity students will:

* Apply warmups incorporating pure vowel sounds to selected pieces.
* Apply musical knowledge to performance.
* Perform an assessment of the music performed, the process of preparation, and their performance.

**Assessment**

I will use formative assessment throughout the lesson by performing the following:

* I will listen as the students apply warmup techniques to their choral sound.
* Asking students to evaluate their progress.
* Performance of studied pieces of music.

**Teaching Strategies**

**Anticipatory Set**

* Welcome students.
* Share a list of objectives for the period.

**Procedure**

* Stretching.
* Breathing exercises.
* Choral warmups.
* Review and discuss specifics.
* Rehearse all music straight through.
* Ask students to evaluate their progress through discussion.
* Share ideas of the music rehearsed today, discuss any concerns, discuss significance of the music.

**Closure/Transition**

* Ask students to complete an assessment and evaluation of the music, the learning process, and the performance.
* Ask students to share thoughts on the experience.