



Monday 09/07/2020	Tuesday 09/08/2020	Wednesday 09/09/2020	Thursday 09/10/2020	Friday 09/11/2020
No School	School Day 13	School Day 14	School Day 15	School Day 16
Labor Day	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Intro to Chorus</p> <p>Rehearsal Techniques</p> <p>Lesson Objective/Essential Questions</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels. Sing fully during warm ups Continue rehearsal of Solfege Song 1 <p>Opening Activity</p> <p>Prep (5 mins)</p> <ul style="list-style-type: none"> Sit with assigned vocal section Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> Put music in order or rehearsal (paper and/or virtual) Attendance/Announcements <p>Lesson Activities</p> <p>Warm Up (10 mins)</p> <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do 	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Intro to Chorus</p> <p>Rehearsal Techniques</p> <p>Lesson Objective/Essential Questions</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels. Sing fully during warm ups Continue rehearsal of Solfege Song 1 <p>Opening Activity</p> <p>Prep (5 mins)</p> <ul style="list-style-type: none"> Sit with assigned vocal section Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> Put music in order or rehearsal (paper and/or virtual) Attendance/Announcements <p>Lesson Activities</p> <p>Warm Up (10 mins)</p> <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Flutter Lips: Sol-->Do 	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Intro to Chorus</p> <p>Rehearsal Techniques</p> <p>Lesson Objective/Essential Questions</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels. Sing fully during warm ups Continue rehearsal of Solfege Song 1 <p>Opening Activity</p> <p>Prep (5 mins)</p> <ul style="list-style-type: none"> Sit with assigned vocal section Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> Put music in order or rehearsal (paper and/or virtual) Attendance/Announcements <p>Lesson Activities</p> <p>Warm Up (10 mins)</p> <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do 	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Intro to Chorus</p> <p>Rehearsal Techniques</p> <p>Lesson Objective/Essential Questions</p> <p>Objectives:</p> <ul style="list-style-type: none"> Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels. Sing fully during warm ups Continue rehearsal of Solfege Song 1 <p>Opening Activity</p> <p>Prep (5 mins)</p> <ul style="list-style-type: none"> Sit with assigned vocal section Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> Put music in order or rehearsal (paper and/or virtual) Attendance/Announcements <p>Lesson Activities</p> <p>Warm Up (10 mins)</p> <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do



<ul style="list-style-type: none"> ◦ I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • Solfege Song 1 <ul style="list-style-type: none"> ◦ (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> ▪ Stanza 1, Stanza 2, then together ▪ Switch groups ▪ Switch parts and repeat ◦ Split the class in half <ul style="list-style-type: none"> ▪ Sing full song, Bass and Tenor together ◦ Split the class in thirds <ul style="list-style-type: none"> ▪ Sing full song, Bass, Tenor, and Alto together ◦ Split the class in fourths <ul style="list-style-type: none"> ▪ Sing full song, Bass, Tenor, Alto, and Soprano together ◦ Add repeat <ul style="list-style-type: none"> ▪ See if students can switch between lines during repeats ▪ Create a round if possible <p>Closing Activity/Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises • Save virtual music, store paper copies • Final words/review/assigned work <p>Standards</p> <p>MU.912.C.1.1 Apply listening strategies to</p>	<ul style="list-style-type: none"> ◦ Mai Mai Mai Mai Mai: Sol--> Do ◦ I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • Chorus Rehearsal Techniques <ul style="list-style-type: none"> ◦ Read through Canvas page together • Solfege Song 1 <ul style="list-style-type: none"> ◦ Amazing Grace Lyrics <ul style="list-style-type: none"> ▪ Discuss meaning and importance of expressing emotion during performance ◦ (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> ▪ Full song <ul style="list-style-type: none"> ▪ Lower voices sing Tenor/Bass, higher voices sing Alto/Soprano ◦ Split the class in fourths <ul style="list-style-type: none"> ▪ Sing full song, Bass, Tenor, Alto, and Soprano together with lyrics • Record Solfege Song 1: "Amazing Grace" <ul style="list-style-type: none"> ◦ If the class is ready, record the performance! <p>Closing Activity/Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises • Save virtual music, store paper copies 	<ul style="list-style-type: none"> ◦ I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • Amazing Grace- Individual Song Tests <ul style="list-style-type: none"> ◦ Students work in small group section to mast their vocal part of Amazing Grace with lyrics and accurate pitches <ul style="list-style-type: none"> ▪ If students are struggling, they should sing the Solfege version as a refresher. ◦ Students will sing individually at the piano with the teacher to test their vocal part and offer technique advice for improvement, ◦ Once students have completed their test, they must help the rest of their section complete the performance test. <ul style="list-style-type: none"> ▪ If a full section has finished, find another section and practice singing in harmony together. <p>Closing Activity/Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises • Save virtual music, store paper copies 	<ul style="list-style-type: none"> ◦ I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • Amazing Grace- Individual Song Tests <ul style="list-style-type: none"> ◦ Students work in small group section to mast their vocal part of Amazing Grace with lyrics and accurate pitches <ul style="list-style-type: none"> ▪ If students are struggling, they should sing the Solfege version as a refresher. ◦ Students will sing individually at the piano with the teacher to test their vocal part and offer technique advice for improvement, ◦ Once students have completed their test, they must help the rest of their section complete the performance test. <ul style="list-style-type: none"> ▪ If a full section has finished, find another section and practice singing in harmony together. <p>Closing Activity/Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises • Save virtual music, store paper copies
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MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.

MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.

MU.912.C.3.1 Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.

MU.912.F.1.1 Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

MU.912.F.2.3 Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.

MU.912.F.3.1 Analyze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

MU.912.F.3.2 Summarize copyright laws that govern

- Final words/review/assigned work

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Assessment/Homework

Individual vocal performance of section part for "Amazing Grace" for the teacher.

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MU.912.F.3.3 Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4 Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.

MU.912.H.2.2 Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.3 Analyze the evolution of a music genre.

MU.912.H.2.4 Examine the effects of developing technology on composition, performance, and acquisition of music.

MU.912.O.1.1 Evaluate the organizational principles and conventions in musical works and discuss their effect on

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structure.

MU.912.O.2.1 Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.

MU.912.O.2.2 Transpose melodies into different modalities through performance and composition.

MU.912.S.1.4 Perform and notate, independently and accurately, melodies by ear.

MU.912.S.1.5 Research and report on the impact of MIDI as an industry-standard protocol.

MU.912.S.1.6 Synthesize music, MIDI, pod-casting, webpage-development, and/or similar technology-based skills to share knowledge.

MU.912.S.1.7 Combine and/or create virtual and audio instruments.

MU.912.S.1.8 Record, mix, and edit a recorded performance.

MU.912.S.2.1 Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

MU.912.S.2.2 Transfer

performance, and acquisition of music.

MU.912.O.1.1 Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.

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MU.912.S.3.1 Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2 Sight-read music accurately and expressively to show synthesis of skills.

MU.912.S.3.4 Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

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