



Monday 09/28/2020	Tuesday 09/29/2020	Wednesday 09/30/2020	Thursday 10/01/2020	Friday 10/02/2020
School Day 27	School Day 28	No School	School Day 29	School Day 30
(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am	<b>H.S. Professional Development</b>	(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am
<b>Concert Preparation</b>	<b>Concert Preparation</b>		<b>Concert Preparation</b>	<b>Concert Preparation</b>
Rehearsal Techniques	Rehearsal Techniques		Rehearsal Techniques	Rehearsal Techniques
<b>Lesson Objective/Essential Questions</b>	<b>Lesson Objective/Essential Questions</b>		<b>Lesson Objective/Essential Questions</b>	<b>Lesson Objective/Essential Questions</b>
Objectives: <ul style="list-style-type: none"> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Continue rehearsal of Amazing Grace in four parts</li> <li>Begin rehearsal of "Holly Jolly" in three parts</li> </ul>	Objectives: <ul style="list-style-type: none"> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Continue rehearsal of Amazing Grace in four parts</li> <li>Begin rehearsal of "Holly Jolly" in three parts</li> </ul>		Objectives: <ul style="list-style-type: none"> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Continue rehearsal of Amazing Grace in four parts</li> <li>Begin rehearsal of "Holly Jolly" in three parts</li> </ul>	Objectives: <ul style="list-style-type: none"> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Continue rehearsal of Amazing Grace in four parts</li> <li>Begin rehearsal of "Holly Jolly" in three parts</li> </ul>
<b>Opening Activity</b>	<b>Opening Activity</b>		<b>Opening Activity</b>	<b>Opening Activity</b>
<b>Prep (5 mins)</b> <ul style="list-style-type: none"> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> <li>Put music in order or rehearsal (paper and/or virtual)</li> </ul> </li> <li>Attendance/Announcements</li> </ul>	<b>Prep (5 mins)</b> <ul style="list-style-type: none"> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> <li>Put music in order or rehearsal (paper and/or virtual)</li> </ul> </li> <li>Attendance/Announcements</li> </ul>		<b>Prep (5 mins)</b> <ul style="list-style-type: none"> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> <li>Put music in order or rehearsal (paper and/or virtual)</li> </ul> </li> <li>Attendance/Announcements</li> </ul>	<b>Prep (5 mins)</b> <ul style="list-style-type: none"> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> <li>Put music in order or rehearsal (paper and/or virtual)</li> </ul> </li> <li>Attendance/Announcements</li> </ul>
<b>Lesson Activities</b>	<b>Lesson Activities</b>		<b>Lesson Activities</b>	<b>Lesson Activities</b>
<b>Warm Up (10 mins)</b> <ul style="list-style-type: none"> <li>Stretches and breathing</li> <li>Vocal technique exercises, ascending and descending</li> </ul>	<b>Warm Up (10 mins)</b> <ul style="list-style-type: none"> <li>Stretches and breathing</li> <li>Vocal technique exercises, ascending and descending</li> </ul>		<b>Warm Up (10 mins)</b> <ul style="list-style-type: none"> <li>Stretches and breathing</li> <li>Vocal technique exercises, ascending and descending</li> </ul>	<b>Warm Up (10 mins)</b> <ul style="list-style-type: none"> <li>Stretches and breathing</li> <li>Vocal technique exercises, ascending and descending</li> </ul>



- Vowel blending and ear training
- Lesson/Classwork (30 mins)**
- Amazing Grace
  - Focus on part independence, melodic accuracy, singing with a full and supported sound
  - Singing Test 1: Amazing Grace (Due Friday)
    - Students will practice with their Noteflight song and record themselves singing their vocal part for "Amazing Grace" (Found in Canvas)
- Holly Jolly
  - Guided Listening
    - Follow along in the music while listening, review any musical concepts
  - Label Music
    - Highlight vocal parts and lyrics in music
    - Label Sections Intro, A1 (m.3), A2 (m.15), B (m. 23), C (m. 31), Ending
  - Identify repeating motifs with a star
    - "Holly Jolly" repeating part
      - Learn melodic part for each section, practice

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- Holly Jolly
  - "Holly Jolly" repeating part
    - Go over melodic part for each section, practice singing together in a loop
  - Sections A1 and A2
    - Go over melody part for each section together
    - Practice singing with accompanying "holly jolly" repeating motif

**Closing Activity/Notes**

**Cool Down (2 mins)**

- Neck rolls and breathing exercises

- Vowel blending and ear training
- Lesson/Classwork (30 mins)**
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- Holly Jolly
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    - Go over melodic part for each section, practice singing together in a loop
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singing together in a loop
<b>Closing Activity/Notes</b> <b>Cool Down (2 mins)</b> <ul style="list-style-type: none"> <li>Neck rolls and breathing exercises</li> <li>Save virtual music, store paper copies</li> <li>Final words/review/assigned work</li> </ul>
<b>Assessment/Homework</b> Singing Test 1- Amazing Grace due Friday.
<b>Standards</b> <b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works. <b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles. <b>MU.912.C.2.1</b> Evaluate and make appropriate adjustments to personal performance in solo and ensembles. <b>MU.912.C.3.1</b> Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. <b>MU.912.F.1.1</b> Analyze and evaluate the effect of "traditional" and contemporary technologies

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**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 printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

**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.

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**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 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/

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

**MU.912.S.1.8** Record, mix,

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**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 expressive elements and performance techniques from one piece of music to another.

**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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