



Monday 01/18/2021	Tuesday 01/19/2021	Wednesday 01/20/2021	Thursday 01/21/2021	Friday 01/22/2021
No School	School Day 89	School Day 90	School Day 91	School Day 92
Dr. Martin Luther King Jr. Day	(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am	(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, Solfege, Sight singing	Rehearsal Techniques, Solfege, Sight singing	Rehearsal Techniques, Solfege, Sight singing	Rehearsal Techniques, Solfege, Sight singing
	<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>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</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>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</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>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</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>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> </ul>
	<b>Opening Activity 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>Opening Activity 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>Opening Activity 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>Opening Activity 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
  - Solfege
- Lesson/Classwork (30 mins)**
- (New students to Chorus) Crash Course Sight reading and Solfege!
    - Student section leaders will teach the new chorus members in small groups and get the acquainted to the expectations of the class, singing out confidently, and reading choral music.
    - Small groups will test on rhythmic exercise by this Friday and melodic sight singing exercises by next Friday
  - Ch 2. Sight singing Interval (Quiz due Friday)
    - In groups of 2-4, students will practice singing through Ch. 2 Interval Warm ups, #1-3
    - Groups will perform a random interval exercise chosen by the teacher and sung on solfege, with accurate pitches, for a quiz grade

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    - Student section leaders will teach the new chorus members in small groups and get the acquainted to the expectations of the class, singing out confidently, and reading choral music.
    - Small groups will test on rhythmic exercise by tomorrow and melodic sight singing exercises by next Friday
  - Ch 2. Sight singing Interval (Quiz due tomorrow)
    - In groups of 2-4, students will practice singing through Ch. 2 Interval Warm ups, #1-3
    - Groups will perform a random interval exercise chosen by the teacher and sung on solfege, with accurate pitches, for a quiz grade

- Vowel blending and ear training
  - Solfege
- Lesson/Classwork (30 mins)**
- (New students to Chorus) Ch. 1 Rhythm Quiz
    - Students will practice in small groups together, counting each other in without the section leaders
    - Small groups will perform rhythmic exercise chosen by the teacher for a quiz grade.
  - Ch 2. Sight singing Interval (Quiz due today)
    - In groups of 2-4, students will practice singing through Ch. 2 Interval Warm ups, #1-3
    - Groups will perform a random interval exercise chosen by the teacher and sung on solfege, with accurate pitches, for a quiz grade
      - Groups will practice muscle memory and singing scales, arpeggios, and intervals to train for the quiz



<ul style="list-style-type: none"> <li>Groups will practice muscle memory and singing scales, arpeggios, and intervals to train for the quiz</li> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> </ul>	<ul style="list-style-type: none"> <li>Groups will practice muscle memory and singing scales, arpeggios, and intervals to train for the quiz</li> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> </ul>	<ul style="list-style-type: none"> <li>Groups will practice muscle memory and singing scales, arpeggios, and intervals to train for the quiz</li> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> </ul>	<ul style="list-style-type: none"> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> </ul>
<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>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>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>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> (New to Chorus) Ch. 1 Rhythm exercise quiz due by Friday. Ch, 2 Sight singing (Intervals) group performance quiz due by Friday	<b>Assessment/ Homework</b> (New to Chorus) Ch. 1 Rhythm exercise quiz due by Friday. Ch, 2 Sight singing (Intervals) group performance quiz due by Friday	<b>Assessment/ Homework</b> (New to Chorus) Ch. 1 Rhythm exercise quiz due by tomorrow Ch, 2 Sight singing (Intervals) group performance quiz due by tomorrow	<b>Assessment/ Homework</b> (New to Chorus) Ch. 1 Rhythm exercise quiz due by today. Ch, 2 Sight singing (Intervals) group performance quiz due by today
<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>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>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>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



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

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**MU.912.F.3.4** Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brainstorming, 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 structure.

**MU.912.O.2.1** Transfer accepted composition conventions and performance

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**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,



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

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**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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