



Monday 02/08/2021 School Day 103	Tuesday 02/09/2021 School Day 104	Wednesday 02/10/2021 School Day 105	Thursday 02/11/2021 School Day 106	Friday 02/12/2021 School Day 107
<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Concert Preparation</p> <p>Rehearsal Techniques, Solfege, Sight singing</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 • Singing accurate pitches in tune using correct solfege syllables • Sight sing melodies using solfege syllables • Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> ◦ "Dust in the Wind" <p>Opening Activity 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 (20 mins)</p>	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Concert Preparation</p> <p>Rehearsal Techniques, Solfege, Sight singing</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 • Singing accurate pitches in tune using correct solfege syllables • Sight sing melodies using solfege syllables • Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> ◦ "Dust in the Wind" <p>Opening Activity 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 (20 mins)</p>	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Concert Preparation</p> <p>Rehearsal Techniques, Solfege, Sight singing</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 • Singing accurate pitches in tune using correct solfege syllables • Sight sing melodies using solfege syllables • Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> ◦ "Dust in the Wind" <p>Opening Activity 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 (20 mins)</p>	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Concert Preparation</p> <p>Rehearsal Techniques, Solfege, Sight singing</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 • Singing accurate pitches in tune using correct solfege syllables • Sight sing melodies using solfege syllables • Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> ◦ "Dust in the Wind" <p>Opening Activity 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 (20 mins)</p>	<p>(P2) Concert Choir 8:45am - 9:32am</p> <p>Concert Preparation</p> <p>Rehearsal Techniques, Solfege, Sight singing</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 • Singing accurate pitches in tune using correct solfege syllables • Sight sing melodies using solfege syllables • Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> ◦ "Dust in the Wind" <p>Opening Activity 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 (20 mins)</p>



<ul style="list-style-type: none"> • Stretches and breathing • Vocal technique exercises, ascending and descending • Vowel blending and ear training • Solfege <p>Lesson/Classwork (20 mins)</p> <ul style="list-style-type: none"> • Dust In The Wind (Solfege Chorus) <ul style="list-style-type: none"> ◦ Students will help the new chorus members label the chorus of their section's part for Dust in the Wind (8 measures) using Solfege syllables based on the key of the song ◦ Sections will review and practice singing their chorus on solfege as a group <ul style="list-style-type: none"> ▪ Sections can try performing their harmonies together when ready ◦ Full rehearsal of chorus- all sections together <ul style="list-style-type: none"> ▪ Solfege, then words ▪ Adjust vowels and blend as needed <p>Closing Activity/ Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises 	<ul style="list-style-type: none"> • Stretches and breathing • Vocal technique exercises, ascending and descending • Vowel blending and ear training • Solfege <p>Lesson/Classwork (20 mins)</p> <ul style="list-style-type: none"> • Dust In The Wind <ul style="list-style-type: none"> ◦ Review Chorus <ul style="list-style-type: none"> ▪ Solfege and words ▪ Adjust vowels and blend as needed ◦ New Material: <ul style="list-style-type: none"> ▪ Sopranos and Altos, Verse 1 ▪ Altos, Tenors and Basses, Verse 2 harmonies ▪ Tenors and Basses, Chorus 2 harmonies ◦ Run entire piece <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 promote appreciation and understanding of unfamiliar musical works.</p>	<ul style="list-style-type: none"> • Stretches and breathing • Vocal technique exercises, ascending and descending • Vowel blending and ear training • Solfege <p>Lesson/Classwork (20 mins)</p> <ul style="list-style-type: none"> • Dust In The Wind <ul style="list-style-type: none"> ◦ Review Chorus <ul style="list-style-type: none"> ▪ Solfege and words ▪ Adjust vowels and blend as needed ◦ New Material: <ul style="list-style-type: none"> ▪ Sopranos and Altos, Verse 1 ▪ Altos, Tenors and Basses, Verse 2 harmonies ▪ Tenors and Basses, Chorus 2 harmonies ◦ Run entire piece <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 promote appreciation and understanding of unfamiliar musical works.</p>	<ul style="list-style-type: none"> • Stretches and breathing • Vocal technique exercises, ascending and descending • Vowel blending and ear training • Solfege <p>Lesson/Classwork (20 mins)</p> <ul style="list-style-type: none"> • Dust In The Wind <ul style="list-style-type: none"> ◦ Review Chorus <ul style="list-style-type: none"> ▪ Solfege and words ▪ Adjust vowels and blend as needed ◦ New Material: <ul style="list-style-type: none"> ▪ Sopranos and Altos, Verse 1 ▪ Altos, Tenors and Basses, Verse 2 harmonies ▪ Tenors and Basses, Chorus 2 harmonies ◦ Run entire piece <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 promote appreciation and understanding of unfamiliar musical works.</p>	<ul style="list-style-type: none"> • Stretches and breathing • Vocal technique exercises, ascending and descending • Vowel blending and ear training • Solfege <p>Lesson/Classwork (20 mins)</p> <ul style="list-style-type: none"> • Dust In The Wind <ul style="list-style-type: none"> ◦ Review Chorus <ul style="list-style-type: none"> ▪ Solfege and words ▪ Adjust vowels and blend as needed ◦ New Material: <ul style="list-style-type: none"> ▪ Sopranos and Altos, Verse 1 ▪ Altos, Tenors and Basses, Verse 2 harmonies ▪ Tenors and Basses, Chorus 2 harmonies ◦ Run entire piece <p>Closing Activity/ Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises
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- Final words/ review/assigned work

Assessment/ Homework

Chorus of "Dust in the Wind" sung in groups on solfege

Standards

MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.

MU.912.C.1.4 Comp are 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 Analy ze and evaluate the effect of "traditional" and contemporary technologies on the development of music.

MU.912.F.2.3 Comp are the organizational structure of a professional orchestra, chorus, quintet, or other

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

MU.912.F.3.1 Analy ze 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 Summ arize copyright laws that govern printed, recorded, and on-line music to promote

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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, 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.

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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.

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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, 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.

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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.

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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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