



Monday 03/15/2021 School Day 127	Tuesday 03/16/2021 School Day 128	Wednesday 03/17/2021 School Day 129	Thursday 03/18/2021 School Day 130	Friday 03/19/2021 School Day 131
<p>(P2) Concert Choir 8:45am - 9:32am</p> <p><b>Concert Preparation</b></p> <p>Rehearsal Techniques, Solfege, Sight singing</p> <p><b>Lesson Objective/ Essential Questions</b></p> <p>Objectives:</p> <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> <li>• Continue rehearsal of Concert pieces: <ul style="list-style-type: none"> <li>◦ "Dust in the Wind"</li> <li>◦ "Ain't No Mountain High Enough"</li> </ul> </li> </ul> <p><b>Opening Activity Prep (5 mins)</b></p> <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> <p><b>Lesson Activities</b></p>	<p>(P2) Concert Choir 8:45am - 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### Warm Up (20 mins)

- Stretches and breathing
- Vocal technique exercises, ascending and descending
- Vowel blending and ear training
- Solfege

### Lesson/Classwork (20 mins)

- Dust In The Wind
  - Run entire piece
    - Adjust vowels and blend as needed
- Ain't No Mountain High Enough
  - Run entire piece so far
    - Sight-sing ending
- Ch 3 Rhythm, Intervals, and Sight singing (3-part Quiz due by Friday)
  - In groups of 2-4, students will practice singing through Ch. 3 Rhythms, intervals, and Sight Singing exercises
  - Groups will perform a random rhythmic, interval, and melodic 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

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    - Groups will practice muscle memory and singing scales, arpeggios,



<p>memory and singing scales, arpeggios, and intervals to train for the quiz</p> <ul style="list-style-type: none"> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> <li>Groups can test as sections in any order, whenever they are ready. All three section quizzes must be completed by Friday.</li> </ul>	<p>sing their scale together ascending and descending before starting</p> <ul style="list-style-type: none"> <li>Groups can test as sections in any order, whenever they are ready. All three section quizzes must be completed by Friday.</li> </ul>	<ul style="list-style-type: none"> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> <li>Groups can test as sections in any order, whenever they are ready. All three section quizzes must be completed by Friday.</li> </ul>	<p>train for the quiz</p> <ul style="list-style-type: none"> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> <li>Groups can test as sections in any order, whenever they are ready. All three section quizzes must be completed by Friday.</li> </ul>	<p>and intervals to train for the quiz</p> <ul style="list-style-type: none"> <li>Groups will be asked to sing their scale together ascending and descending before starting</li> <li>Groups can test as sections in any order, whenever they are ready. All three section quizzes must be completed by Friday.</li> </ul>
<p><b>Closing Activity/Notes</b></p> <p><b>Cool Down (2 mins)</b></p> <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>	<p><b>Closing Activity/Notes</b></p> <p><b>Cool Down (2 mins)</b></p> <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>	<p><b>Closing Activity/Notes</b></p> <p><b>Cool Down (2 mins)</b></p> <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>	<p><b>Closing Activity/Notes</b></p> <p><b>Cool Down (2 mins)</b></p> <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>	<p><b>Closing Activity/Notes</b></p> <p><b>Cool Down (2 mins)</b></p> <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>
<p><b>Assessment/Homework</b></p> <p>Dust in the Wind violin solo labeled and sung correctly on solfege syllables. Ain't No Mountain High Enough chorus labeled and sung correctly on solfege syllables.</p>	<p><b>Assessment/Homework</b></p> <p>Dust in the Wind violin solo labeled and sung correctly on solfege syllables. Ain't No Mountain High Enough chorus labeled and sung correctly on solfege syllables.</p>	<p><b>Assessment/Homework</b></p> <p>Dust in the Wind violin solo labeled and sung correctly on solfege syllables. Ain't No Mountain High Enough chorus labeled and sung correctly on solfege syllables.</p>	<p><b>Assessment/Homework</b></p> <p>Dust in the Wind violin solo labeled and sung correctly on solfege syllables. Ain't No Mountain High Enough chorus labeled and sung correctly on solfege syllables.</p>	<p><b>Assessment/Homework</b></p> <p>Dust in the Wind violin solo labeled and sung correctly on solfege syllables. Ain't No Mountain High Enough chorus labeled and sung correctly on solfege syllables.</p>
<p><b>Standards</b></p> <p><b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles.</p> <p><b>MU.912.C.2.1</b> Evaluate and make</p>	<p><b>Standards</b></p> <p><b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles.</p>	<p><b>Standards</b></p> <p><b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles.</p>	<p><b>Standards</b></p> <p><b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles.</p>	<p><b>Standards</b></p> <p><b>MU.912.C.1.1</b> Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p><b>MU.912.C.1.4</b> Compare and perform a variety of vocal styles and ensembles.</p>



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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

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**MU.912.F.3.3** Define, prioritize, monitor,

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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, 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.

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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** Transfer pose 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.

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**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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