| Monday 08/24/2020 | Tuesday 08/25/2020 | Wednesday 08/26/2020 | Thursday 08/27/2020 | Friday 08/28/2020 |
|---|---|---|---|---|
| School Day 3 | School Day 4 | School Day 5 | School Day 6 | School Day 7 |

### (P2) Concert Choir 8:45am - 9:32am

| | | | | |
|---|---|---|---|---|
| **Intro to Chorus** | **Intro to Chorus** | **Intro to Chorus** | **Intro to Chorus** | **Intro to Chorus** |
| Chorus Appreciation | Rehearsal Techniques | Rehearsal Techniques | Rehearsal Techniques | Rehearsal Techniques |

**Monday — (P2) Concert Choir 8:45am - 9:32am**

**Intro to Chorus**

Chorus Appreciation

**Lesson Objective/Essential Questions**

Essential Questions:
- How does singing in a choir affect a person's mood?
- How does singing together help to build community?
- What would the world be like with no singing?

**Opening Activity**

**Prep (5 mins)**
- Sit with assigned vocal section
- Check agenda of the day on the board/Canvas
  - Put music in order or rehearsal (paper and/or virtual)
- Attendance/ Announcements

**Lesson Activities**

**Warm Up (10 mins)**
- Stretches and breathing
- Vocal exercises
  - Humming slides, open to Ah: Sol--> Do
  - Flutter Lips: Sol-->Do
  - Mai Mai Mai Mai Mai: Sol--> Do

**Tuesday — (P2) Concert Choir 8:45am - 9:32am**

**Intro to Chorus**

Rehearsal Techniques

**Lesson Objective/Essential Questions**

Objectives:
- Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.
- Sing fully during warm ups
- Begin rehearsal of Solfege Song 1

**Opening Activity**

**Prep (5 mins)**
- Sit with assigned vocal section
- Check agenda of the day on the board/Canvas
  - Put music in order or rehearsal (paper and/or virtual)
- Attendance/ Announcements

**Lesson Activities**

**Warm Up (10 mins)**
- Stretches and breathing
- Vocal exercises
  - Humming slides, open to Ah: Sol--> Do
  - Flutter Lips: Sol-->Do

**Wednesday — (P2) Concert Choir 8:45am - 9:32am**

**Intro to Chorus**

Rehearsal Techniques

**Lesson Objective/Essential Questions**

Objectives:
- Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.
- Sing fully during warm ups
- Begin rehearsal of Solfege Song 1

**Opening Activity**

**Prep (5 mins)**
- Sit with assigned vocal section
- Check agenda of the day on the board/Canvas
  - Put music in order or rehearsal (paper and/or virtual)
- Attendance/ Announcements

**Lesson Activities**

**Warm Up (10 mins)**
- Stretches and breathing
- Vocal exercises
  - Humming slides, open to Ah: Sol--> Do
  - Flutter Lips: Sol-->Do

**Thursday — (P2) Concert Choir 8:45am - 9:32am**

**Intro to Chorus**

Rehearsal Techniques

**Lesson Objective/Essential Questions**

Objectives:
- 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

**Opening Activity**

**Prep (5 mins)**
- Sit with assigned vocal section
- Check agenda of the day on the board/Canvas
  - Put music in order or rehearsal (paper and/or virtual)
- Attendance/ Announcements

**Lesson Activities**

**Warm Up (10 mins)**
- Stretches and breathing
- Vocal exercises
  - Humming slides, open to Ah: Sol--> Do
  - Flutter Lips: Sol-->Do

**Friday — (P2) Concert Choir 8:45am - 9:32am**

**Intro to Chorus**

Rehearsal Techniques

**Lesson Objective/Essential Questions**

Objectives:
- 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

**Opening Activity**

**Prep (5 mins)**
- Sit with assigned vocal section
- Check agenda of the day on the board/Canvas
  - Put music in order or rehearsal (paper and/or virtual)
- Attendance/ Announcements

**Lesson Activities**

**Warm Up (10 mins)**
- Stretches and breathing
- Vocal exercises
  - Humming slides, open to Ah: Sol--> Do
  - Flutter Lips: Sol-->Do

## Column 1

- ◦ I Love to Sing: Do Do2 Sol Mi Do

**Lesson/Classwork (30 mins)**
- • Why Chorus?
  - ◦ Read through Canvas page together and watch the videos
    - ▪ What types of emotions do the choir performances elicit? Do you ever get goosebumps?
    - ▪ Was there a particular style you preferred?
  - ◦ Share any former choir experiences.
  - ◦ Discussion: How would the world be different if there was no singing? What would be affected?

**Closing Activity/Notes**

**Cool Down (2 mins)**
- • Neck rolls and breathing exercises
- • Save virtual music, store paper copies
- • Final words/review/ assigned work

**Standards**

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

MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.

## Column 2

- ◦ Mai Mai Mai Mai Mai: Sol--> Do
- ◦ I Love to Sing: Do Do2 Sol Mi Do

**Lesson/Classwork (30 mins)**
- • Chorus Rehearsal Techniques
  - ◦ Read through Canvas page together
- • Solfege Song 1
  - ◦ Bass
    - ▪ Everyone: learn the Bass part together (Stanza 1)
    - ▪ Everyone: learn the Bass part together (Stanza 2)
    - ▪ Sing the whole Bass line together
  - ◦ Soprano
    - ▪ Everyone: learn the Soprano part together (Stanza 1)
    - ▪ Everyone: learn the Soprano part together (Stanza 2)
    - ▪ Sing the whole Bass line together
  - ◦ Split the class in half
    - ▪ Sing Stanza 1, both parts
    - ▪ Sing Stanza 2, both parts
  - ◦ Sing full song with both Soprano and Bass parts
    - ▪ Switch parts

**Closing Activity/Notes**
**Cool Down (2 mins)**

## Column 3

- ◦ Mai Mai Mai Mai Mai: Sol--> Do
- ◦ I Love to Sing: Do Do2 Sol Mi Do

**Lesson/Classwork (30 mins)**
- • Chorus Rehearsal Techniques
  - ◦ Read through Canvas page together
- • Solfege Song 1
  - ◦ Bass
    - ▪ Everyone: learn the Bass part together (Stanza 1)
    - ▪ Everyone: learn the Bass part together (Stanza 2)
    - ▪ Sing the whole Bass line together
  - ◦ Soprano
    - ▪ Everyone: learn the Soprano part together (Stanza 1)
    - ▪ Everyone: learn the Soprano part together (Stanza 2)
    - ▪ Sing the whole Bass line together
  - ◦ Split the class in half
    - ▪ Sing Stanza 1, both parts
    - ▪ Sing Stanza 2, both parts
  - ◦ Sing full song with both Soprano and Bass parts
    - ▪ Switch parts

**Closing Activity/Notes**
**Cool Down (2 mins)**

## Column 4

- ◦ Mai Mai Mai Mai Mai: Sol--> Do
- ◦ I Love to Sing: Do Do2 Sol Mi Do

**Lesson/Classwork (30 mins)**
- • Chorus Rehearsal Techniques
  - ◦ Read through Canvas page together
- • Solfege Song 1
  - ◦ (Review) Soprano/Bass lines
    - ▪ Stanza 1, Stanza 2, then together
    - ▪ Switch groups
  - ◦ Alto
    - ▪ Everyone: learn the Alto part together (Stanza 1)
    - ▪ Everyone: learn the Alto part together (Stanza 2)
    - ▪ Sing the whole Alto line together
  - ◦ Tenor
    - ▪ Everyone: learn the Tenor part together (Stanza 1)
    - ▪ Everyone: learn the Tenor part together (Stanza 2)
    - ▪ Sing the whole Tenor line together
  - ◦ Split the class in half
    - ▪ Sing Stanza 1, both parts
    - ▪ Sing Stanza 2, both parts
  - ◦ Sing full song with both Alto and Tenor parts

## Column 5

- ◦ Mai Mai Mai Mai Mai: Sol--> Do
- ◦ I Love to Sing: Do Do2 Sol Mi Do

**Lesson/Classwork (30 mins)**
- • Chorus Rehearsal Techniques
  - ◦ Read through Canvas page together
- • Solfege Song 1
  - ◦ (Review) Soprano/Bass lines
    - ▪ Stanza 1, Stanza 2, then together
    - ▪ Switch groups
  - ◦ Alto
    - ▪ Everyone: learn the Alto part together (Stanza 1)
    - ▪ Everyone: learn the Alto part together (Stanza 2)
    - ▪ Sing the whole Alto line together
  - ◦ Tenor
    - ▪ Everyone: learn the Tenor part together (Stanza 1)
    - ▪ Everyone: learn the Tenor part together (Stanza 2)
    - ▪ Sing the whole Tenor line together
  - ◦ Split the class in half
    - ▪ Sing Stanza 1, both parts
    - ▪ Sing Stanza 2, both parts
  - ◦ Sing full song with both Alto and Tenor parts

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.

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

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- Neck rolls and breathing exercises
- Save virtual music, store paper copies
- Final words/review/ assigned work

**Standards**

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

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.

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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.

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- Switch parts
- Split the class in 3, add the Bass part

**Closing Activity/Notes**
**Cool Down (2 mins)**
- Neck rolls and breathing exercises
- Save virtual music, store paper copies
- Final words/review/ assigned work

**Standards**

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

MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.

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- Switch parts
- Split the class in 3, add the Bass part

**Closing Activity/Notes**
**Cool Down (2 mins)**
- Neck rolls and breathing exercises
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**Standards**

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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

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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 structure.

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

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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.

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MU.912.H.2.2 Analyze current musical trends,

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.

MU.912.S.3.1 Synthesize a broad range of musical skills

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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.

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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 practices of a specific style to a contrasting style of music.

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**Column 1**

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.

**Column 2**

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.

**Column 3**

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.3.2 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.

**Column 4**

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.

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.

**Column 5**

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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