



Monday 08/31/2020 School Day 8	Tuesday 09/01/2020 School Day 9	Wednesday 09/02/2020 School Day 10	Thursday 09/03/2020 School Day 11	Friday 09/04/2020 School Day 12
Event PDA- Substitute	(P2) Concert Choir 8:45am - 9:32am Intro to Chorus Rehearsal Techniques Lesson Objective/Essential Questions Objectives: <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 Continue rehearsal of Solfege Song 1 Opening Activity Prep (5 mins) <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 Lesson Activities Warm Up (10 mins) <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do 	(P2) Concert Choir 8:45am - 9:32am Intro to Chorus Rehearsal Techniques Lesson Objective/Essential Questions Objectives: <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 Continue rehearsal of Solfege Song 1 Opening Activity Prep (5 mins) <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 Lesson Activities Warm Up (10 mins) <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do 	(P2) Concert Choir 8:45am - 9:32am Intro to Chorus Rehearsal Techniques Lesson Objective/Essential Questions Objectives: <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 Continue rehearsal of Solfege Song 1 Opening Activity Prep (5 mins) <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 Lesson Activities Warm Up (10 mins) <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do 	(P2) Concert Choir 8:45am - 9:32am Intro to Chorus Rehearsal Techniques Lesson Objective/Essential Questions Objectives: <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 Continue rehearsal of Solfege Song 1 Opening Activity Prep (5 mins) <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 Lesson Activities Warm Up (10 mins) <ul style="list-style-type: none"> Stretches and breathing Vocal exercises <ul style="list-style-type: none"> Humming slides, open to Ah: Sol--> Do Mai Mai Mai Mai Mai: Sol--> Do
(P2) Concert Choir 8:45am - 9:32am Vocal Health Sound Production, Posture, and Keeping your Voice Healthy Lesson Objective/Essential Questions Essential Questions: <ul style="list-style-type: none"> How does the body produce sound? Why should we use good posture while singing? How can we keep our vocal folds healthy? Opening Activity Prep (5 mins) <ul style="list-style-type: none"> Sit with assigned vocal section (assigned seats) Check agenda of the day on the board/Canvas <ul style="list-style-type: none"> Gather items from bag and put under seat Put music in order of rehearsal (paper and/or virtual) Attendance/ Announcements Lesson Activities (Substitute Plan) <ul style="list-style-type: none"> Canvas Module: Vocal Health 				



<ul style="list-style-type: none"> Students will use headphones and complete the following activities in their Canvas course BEFORE the end of class <ul style="list-style-type: none"> Vocal Health Part 1: Sound Production Vocal Health Part 2: Posture Vocal Health Part 3: Keeping your Voice Healthy Vocal Health Quiz <ul style="list-style-type: none"> Students are encouraged to review Parts 1-3 before taking the quiz Students who finish early may: <ul style="list-style-type: none"> Review their choir music/warm ups Listen to music using headphones 	<ul style="list-style-type: none"> I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> Solfège Song 1 <ul style="list-style-type: none"> (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> Stanza 1, Stanza 2, then together Switch groups Switch parts and repeat Split the class in half <ul style="list-style-type: none"> Sing full song, Bass and Tenor together Split the class in thirds <ul style="list-style-type: none"> Sing full song, Bass, Tenor, and Alto together Split the class in fourths <ul style="list-style-type: none"> Sing full song, Bass, Tenor, Alto, and Soprano together Add repeat <ul style="list-style-type: none"> See if students can switch between lines during repeats Create a round if possible 	<ul style="list-style-type: none"> I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> Solfège Song 1 <ul style="list-style-type: none"> (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> Stanza 1, Stanza 2, then together Switch groups Switch parts and repeat Split the class in half <ul style="list-style-type: none"> Sing full song, Bass and Tenor together Split the class in thirds <ul style="list-style-type: none"> Sing full song, Bass, Tenor, and Alto together Split the class in fourths <ul style="list-style-type: none"> Sing full song, Bass, Tenor, Alto, and Soprano together Add repeat <ul style="list-style-type: none"> See if students can switch between lines during repeats Create a round if possible 	<ul style="list-style-type: none"> I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> Solfège Song 1 <ul style="list-style-type: none"> (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> Stanza 1, Stanza 2, then together Switch groups Switch parts and repeat Split the class in half <ul style="list-style-type: none"> Sing full song, Bass and Tenor together Split the class in thirds <ul style="list-style-type: none"> Sing full song, Bass, Tenor, and Alto together Split the class in fourths <ul style="list-style-type: none"> Sing full song, Bass, Tenor, Alto, and Soprano together Add repeat <ul style="list-style-type: none"> See if students can switch between lines during repeats Create a round if possible 	<ul style="list-style-type: none"> I Love to Sing: Do Do2 Sol Mi Do <p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> Solfège Song 1 <ul style="list-style-type: none"> (Review) Alto/Tenor and Soprano/Bass lines <ul style="list-style-type: none"> Stanza 1, Stanza 2, then together Switch groups Switch parts and repeat Split the class in half <ul style="list-style-type: none"> Sing full song, Bass and Tenor together Split the class in thirds <ul style="list-style-type: none"> Sing full song, Bass, Tenor, and Alto together Split the class in fourths <ul style="list-style-type: none"> Sing full song, Bass, Tenor, Alto, and Soprano together Add repeat <ul style="list-style-type: none"> See if students can switch between lines during repeats Create a round if possible
Closing Activity/Notes	Closing Activity/Notes	Closing Activity/Notes	Closing Activity/Notes	Closing Activity/Notes
Cool Down (2 mins)	Cool Down (2 mins)	Cool Down (2 mins)	Cool Down (2 mins)	Cool Down (2 mins)
<ul style="list-style-type: none"> Students should complete and submit their quiz. 	<ul style="list-style-type: none"> Neck rolls and breathing exercises Save virtual music, store paper copies Final words/review/assigned work 	<ul style="list-style-type: none"> Neck rolls and breathing exercises Save virtual music, store paper copies Final words/review/assigned work 	<ul style="list-style-type: none"> Neck rolls and breathing exercises Save virtual music, store paper copies Final words/review/assigned work 	<ul style="list-style-type: none"> Neck rolls and breathing exercises Save virtual music, store paper copies Final words/review/assigned work
Assessment/Homework	Standards	Standards	Standards	Standards
Vocal Health Quiz (Canvas)	MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.	MU.912.C.1.1 Apply listening strategies to	MU.912.C.1.1 Apply listening strategies to	MU.912.C.1.1 Apply listening strategies to
	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 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.3.3 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.

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

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

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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.

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.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.S.2.2 Transfer



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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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