



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
(P5) Honors Choir 12:08pm - 12:55pm	(P5) Honors Choir 12:08pm - 12:55pm	(P5) Honors Choir 12:08pm - 12:55pm	(P5) Honors Choir 12:08pm - 12:55pm	(P5) Honors Choir 12:08pm - 12:55pm
Review: Reading Music	Review: Reading Music	Review: Reading Music	Review: Reading Music	Review: Reading Music
Pitch and Solfege	Pitch and Solfege	Rhythm and Counting	Dotted Rhythms and Ties	Repeats and Overall Review
Lesson Objective/Essential Questions	Lesson Objective/Essential Questions	Lesson Objective/Essential Questions	Lesson Objective/Essential Questions	Lesson Objective/Essential Questions
Objectives: <ul style="list-style-type: none"> Define the musical element of pitch and how changes in pitch would be notated on a staff Identify and sing the melodic pattern of a scale Sing scale and triad patterns using Solfege syllables 	Objectives: <ul style="list-style-type: none"> Define the musical element of pitch and how changes in pitch would be notated on a staff Identify and sing the melodic pattern of a scale Sing scale and triad patterns using Solfege syllables 	Objectives: <ul style="list-style-type: none"> Define the musical element of rhythm and how changes in rhythm would be notated on a staff Identify time signature and how it relates to steady beat Sing solfege scale on rhythm tree 	Objectives: <ul style="list-style-type: none"> Review the musical element of rhythm and how changes in rhythm would be notated on a staff Review rhythm tree Label and sing dotted rhythms in Amazing Grace 	Objectives: <ul style="list-style-type: none"> Review basic elements of reading music in Choir Identify repeat signs and how to perform them in music Sing Amazing Grace with accurate pitches, rhythms, solfege syllables, with the repeat.
Opening Activity	Opening Activity	Opening Activity	Opening Activity	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 	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 	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 	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 	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	Lesson Activities	Lesson Activities	Lesson Activities	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 Flutter Lips: Sol-->Do 	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 Flutter Lips: Sol-->Do 	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 	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 Flutter Lips: Sol-->Do 	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 Flutter Lips: Sol-->Do



- Mai Mai Mai Mai Mai: Sol--> Do
- I Love to Sing: Do Do2 Sol Mi Do
- Lesson/Classwork (30 mins)**
- (Review) Reading music: Pitch
 - Watch video in Canvas
 - Main points
 - Moving up the staff makes the pitch sound higher, moving down sounds lower.
 - Relate to warm ups (Do-->sol)
 - Treble or Bass clef
 - Treble Clef: Soprano, Alto, Tenor
 - Bass Clef: Tenor, Bass
 - Key signature tells us what sharps or flats are in the key and what note is "home" or Do.
 - Home is "Do"
 - Easy key of C has no sharps or flats
- Solfege
 - Label C scale with solfege syllables
 - Sing scale with hand movements
 - Sing along with Solfege Daily Practice #1: Scales and Triads
- Amazing Grace

- Mai Mai Mai Mai Mai: Sol--> Do
- I Love to Sing: Do Do2 Sol Mi Do
- Balance, Blending, Intonation, and Vowel Shape
 - Motions for exercise
 - Mi (string top of head)
 - Me (2 pointer fingers on side of lips)
 - Ma (1 pointer finger on chin)
 - Mo (OK sign makes circles in front of mouth)
 - Mu (string pull from mouth)
 - Pitch to hold each vowel
 - Basses G
 - Tenors D
 - Altos B
 - Sopranos G
 - Change intonation
 - Tenors move half step on Mu (repeat to Mi)
 - Altos move up half step on Mu (repeat to Mi)
 - Sopranos and Bass up half step, all hold on Mu
 - Repeat exercise on new chord!
- Lesson/Classwork (30 mins)**
- (Review) Solfege

- Flutter Lips: Sol-->Do
- Mai Mai Mai Mai Mai: Sol--> Do
- I Love to Sing: Do Do2 Sol Mi Do
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 - Motions for exercise
 - Mi (string top of head), Me (2 pointer fingers on side of lips), Ma (1 pointer finger on chin), Mo (OK sign makes circles in front of mouth), Mu (string pull from mouth)
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 - Altos move up half step on Mu (repeat to Mi)
 - Sopranos and Bass up half step, all hold on Mu
 - Repeat exercise on new chord!
- Rhythm Call and Response
 - Start steady beat
 - Call and response different clapped/body percussion rhythms

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<ul style="list-style-type: none"> ◦ In small groups <ul style="list-style-type: none"> ▪ Label the Solfege syllables for EACH vocal part of Amazing Grace (paper or Canvas) ◦ In sectionals <ul style="list-style-type: none"> ▪ Using only Do as a reference, practice singing your vocal section's part with proper solfege syllables and vowels ◦ Sing Amazing Grace as a group using Solfege syllables 	<ul style="list-style-type: none"> ◦ Label C scale with solfege syllables ◦ Sing scale with hand movements ◦ Sing along with Solfege Daily Practice #1: Scales and Triads • Amazing Grace <ul style="list-style-type: none"> ◦ In small groups <ul style="list-style-type: none"> ▪ Label the Solfege syllables for EACH vocal part of Amazing Grace (paper or Canvas) ◦ In sectionals <ul style="list-style-type: none"> ▪ Using only Do as a reference, practice singing your vocal section's part with proper solfege syllables and vowels ▪ Choose another vocal part and try singing it with solfege! ◦ Sing Amazing Grace as a group using Solfege syllables 	<p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • (Review) Reading music: Rhythm <ul style="list-style-type: none"> ◦ Watch video in Canvas ◦ Main points <ul style="list-style-type: none"> ▪ Read from left to right, tells when to play a note and for how long ▪ Relate to steady beat in warm up ▪ Time Signature <ul style="list-style-type: none"> ▪ How many beats fit in a measure ▪ What kind of note counts as one beat ▪ Rhythm Tree <ul style="list-style-type: none"> ▪ Sing Solfege scale down and up rhythm tree • Amazing Grace <ul style="list-style-type: none"> ◦ In small groups <ul style="list-style-type: none"> ▪ Number the measures of the song ▪ Label the rhythm counts for Soprano/ Bass vocal parts of Amazing Grace (paper or Canvas) ◦ Sing Amazing Grace as a group using Solfege syllables and correct rhythm <ul style="list-style-type: none"> ▪ Everyone sing Soprano and Bass parts (switch) ▪ Sing as a round 	<p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • (Review) Rhythm <ul style="list-style-type: none"> ◦ Main points <ul style="list-style-type: none"> ▪ Read from left to right, tells when to play a note and for how long ▪ Relate to steady beat in warm up ▪ Time Signature <ul style="list-style-type: none"> ▪ How many beats fit in a measure ▪ What kind of note counts as one beat ▪ Rhythm Tree • Dotted and Tied Rhythms <ul style="list-style-type: none"> ◦ Watch video in Canvas ◦ Main points <ul style="list-style-type: none"> ▪ Dotted notes add half the value of the note it is attached to ▪ Review coming in on "and" of a beat • Amazing Grace <ul style="list-style-type: none"> ◦ In small groups <ul style="list-style-type: none"> ▪ Label the rhythm counts for Alto/ Tenor vocal parts of Amazing Grace (paper or Canvas) ◦ Sing Amazing Grace as a group using Solfege syllables and correct rhythm <ul style="list-style-type: none"> ▪ Everyone sing Tenor and Alto parts (switch) ▪ Sing as a round 	<p>Lesson/Classwork (30 mins)</p> <ul style="list-style-type: none"> • (Review) Reading Music Basics <ul style="list-style-type: none"> ◦ Watch Canvas video ◦ Main points <ul style="list-style-type: none"> ▪ Rhythm: Read from left to right, tells when to play a note and for how long ▪ Steady beat ▪ Time signature ▪ Dotted rhythms! ▪ Pitch: how high or low a note sounds ▪ Scales and Solfege ▪ Treble vs. Bass clef ▪ Key signatures • Repeat <ul style="list-style-type: none"> ◦ Watch video in Canvas ◦ Identify and perform repeat signs in Amazing Grace • Amazing Grace <ul style="list-style-type: none"> ◦ Sing Amazing Grace as a group using Solfege syllables, correct rhythms, and repeats <ul style="list-style-type: none"> ▪ Everyone sing solfege syllables first ▪ Sing as a round ▪ Sing with the real lyrics
<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>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>Closing Activity/Notes</p>	<p>Closing Activity/Notes</p> <p>Cool Down (2 mins)</p> <ul style="list-style-type: none"> • Neck rolls and breathing exercises
<p>Standards</p> <p>MU.912.C.1.1 Apply listening strategies to promote appreciation and understanding of unfamiliar musical works.</p> <p>MU.912.C.1.4 Compare and perform a variety of vocal styles and ensembles.</p> <p>MU.912.C.2.1 Evaluate and make appropriate adjustments to personal performance in solo and ensembles.</p>	<p>Standards</p> <p>MU.912.C.1.1 Apply listening strategies to</p>			



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 successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating

promote appreciation and understanding of unfamiliar musical works.

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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, 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.

MU.912.O.2.2 Transpose melodies into different modalities through performance and composition.

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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 by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

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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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