Lakeside Junior High School

Choir- Unit 2 (Jan 7-March 8)

Unit Lesson Planning Documentation Form

Teacher:**Rachel Cornett, Robert Fitzgerald (intern- Ashley Watson)** Course: **Choir**

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| Understanding(s): | All choir students will become literate in music with a working knowledge of music language and aesthetics. To be able to perform music, students must have a strong base understanding of musical notations, symbols, and sight reading. Students will develop their artistry and personal voice in music through performance. They will understand music is a universal language and an expressive tool of communication through song. The students will integrate singing and movement into performances of folk, art, classical, and contemporary songs.These concepts will be the underlying theme of every music lesson taught throughout the school year. |
| Essential Question: | Is the student able to correctly use solfege to sight-read basic rhythm and melodic patterns?  Is the student able to successfully perform their part of each song?  Is the student able to correctly identify historical aspects and background information of each song performed in class? |
| Student Learning Goal(s):  \*Students will be able to do (skill) by (date) as determined by (summative assessment) | **Choral Performance-** Students will be able to perform 2-3 choral pieces for **Choral Performance Assessment** (CPA) on March 8th.  **Music Literacy** (Rhythm, Notes, Solfege)- Students will be able to sightread, on solfege, basic rhythm structures and melodies in the keys of C, F, G, Bb, and D Major.  **Music History**- Students will be able to describe the culture, origin, history, and background information of all songs performed in class. |
| Purpose of Unit: | To ensure that each choir student demonstrates mastery of the 3 Student Learning Goals: Performance, Music Literacy, and Music History.  To prepare students for CPA on March 8th. |
| Evidence of Grade-Level Content and Skills: | Goals are based on extensive research of the current Arkansas State and National Music Standards for eighth and ninth graders. The three music outcomes: Music Literacy, Performance, and Music History are condensed to incorporate skills prioritized by the Common Core Standards.  **Choral Performance Assessment Rubric:**  **Accuracy** - rhythm, notes, intonation, pronunciation, enunciation  **Ensemble** - balance within/among sections, blend, coloration (too dark/bright), weak/strong section,  voices prominent, themes covered by voices or instruments.  **Vocal Technique** - quality/quantity of voices, well placed, full, natural, well supported, pleasant,  nasal, breathy, throaty, strident, high/low registration  **Style** - Correctness according to period, mood, text, dynamic levels, cresc/decresc., interpretation  **General Effect** - best points of presentation, areas to be improved, suitability of literature, contrast of  program, stage presence, posture, expression |
| Plans for Student Engagement | Each class will be divided into six competitive teams (displayed on Chromebook app ClassDojo) and students will earn team points/rewards for engagement and participation. Lesson plans will always include a time for a music game/activity to re-energize the singers and engage them in the class. |
| Plans for using technology | Smart Music software is used daily for sightsinging and solfege assessment.  Prezi presentations are designed to present history and background on each song.  You Tube choral videos and recordings used to model successful choirs.  Chromebooks will be used for assessment and engagement. |
| Method of Formative Assessments: | Smart Music software records and assesses students on percentage of correctly sung notes.  Written exams will be designed to track student understanding of material covered in class.  Choral Performance Assessment- March 8th.  Sightreading Assessment:  **I. Preparation Period** (three minutes)  **II. First Reading** (May be accompanied)  **III. Review** (one minute)  **IV. Second Reading** (Must be a cappella)  **Signature of Adjudicator**  Director's Explanation  Student Involvement  Melodic Approach  Rhythmic Approach  Intonation  Intervals  Rhythms  Soprano Line  Alto Line  Tenor Line  Bass Line  Intonation  Intervals  Rhythms  Soprano Line  Alto Line  Tenor Line  Bass Line  Director's Comments  Student Comprehension |
| Text selections: | **1st Hour Advanced Men:**  Make Space for Life to Live  Sesere eeye  New River Train  **2nd Hour Open Men's Choir:**  Make Space for Life to Live  Sesere eeye  New River Train  Siyahamba  **4th Hour Vivace (Advanced Women):**  We are Blessed  Niska Banja  He Never Failed Me Yet  **6th Hour Open Women:**  Dream a Dream  Come Away and Sing  Promised Land  Like A Mighty Stream  Freedom is Coming  Duermete mi Nino  **5th Hour Intermediate Women- Cantabile**  Like a Mighty Stream  Freedom is Coming  Duermete mi Nino |
| Scaffolding: | The very nature of choral singing requires constant scaffolding. Starting each student at the beginning with the very basic steps and slowly walking them through each step of sight-reading and part singing.  We will be monitoring and adjusting each lesson to accommodate the progress of the students. Modifications will be made for special education students- peer work, partnering, making them responsible for only knowing “do” at first when sight-reading and slowly adding more notes until mastery. |
| Planning for  Listening:  audio samples of choral pieces, allowing students to reflect and discuss what they “heard” in that run through- asking them to listen for mistakes. Students listening to presentations on history of songs. | Speaking:  Students read-aloud the composer’s notes from the music. Class discussions on what the text of each song means to them. Discussing the Literary components of the music. |
| Reading:  Analyzing text and poems of the songs. Reading historical aspects of each piece of music. | Writing:  Written reflections on what the text of the song means to them. Written exams on the history and origins of the songs. Journal topics from Music Prompts. |