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| **Setting** | Rocky Mountain High School Advanced Women’s ChorusAltosStudents are capable of singing in 4 part harmony (can read music well) |
| **Rationale** | * Students are rehearsing for an upcoming performance
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| **Materials** | * Piano
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| **Objectives** | * Students will be able to sing measures 62-end of *Patapan Fantasia* with 100% rhythm and pitch accuracy
* If time allows- students will be able to sing *Angels Gloria* pages 5 and 6
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| **Anticipatory Set** | * Engage students by having them clap the syncopated rhythm (Measure 62 of *Patapan Fantasia*)
* Frame- explain objectives- sing measures 62 to the end of Patapan Fantasia

 -If time allows- sing through *Angels Gloria* pages 5 & 6 |
| **Activities/Procedure** | -Teacher will ask students to sing measure 62- end of *Patapan Fantasia*-Teacher will ask students to self assess their rhythm and pitch accuracy-Teacher will review any trouble areas-Teacher will ask students to sing bars 62-end of *Patapan Fantasia*-Teacher will play the soprano part so that students can sing their part while hearing the soprano part-(if time allows) teacher will ask students to sing pages 5 & 6 of *Angels Gloria*-Teacher will repeat steps 2-5 for *Angels Gloria* |  |
| **Closure** | * Students will sing measures 62-end of *Patapan Fantasia* with rhythmic and pitch accuracy
* Students will use self & peer evaluation to assess whether they are ready to move on and sing *Angels Gloria*
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| **Assessment** | * Students will use self- assessment using thumbs whether they sang measures 62-71 accurately
* Students will use self- assessment using thumbs whether they sang measures 72-77 accurately
* Students will use self- assessment using thumbs whether they sang measure 77-end accurately
* Students will use self- assessment using thumbs whether they sang their part (while I played soprano part) accurately
* Observation- I will listen to students and assess their accuracy
* Formal assessment- students will sing measure 62-end with accuracy
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| **Standards** | * MU:PR5.3.E.Ia- Develop strategies to address expressive challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances
* Perform accurately and expressively, demonstrating self-evaluation and personal interpretation at the minimal level of 3 on the difficulty rating scale
* Participate appropriately as an ensemble member while performing at the minimal level of three on the difficulty rating scale
* Singing alone & with others a varied repertoire of music
* Reading and notating music
* Evaluating music & performances
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