|  |  |  |
| --- | --- | --- |
| **Setting** | Rocky Mountain High School Advanced Women’s Chorus  Altos  Students are capable of singing in 4 part harmony (can read music well) | |
| **Rationale** | * Students are rehearsing for an upcoming performance | |
| **Materials** | * Piano | |
| **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 | |
| **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* | |
| **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 | |
| **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 | |