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| **Setting** | Rocky Mountain High School Advanced Women’s Chorus  Students are capable of singing in 4 part harmony (can read music well)  Students are have a basic understanding of how to sing | |
| **Rationale** | * Students need to be able to sing with proper technique or with ’Technical accuracy” in order to prepare for performances and sing a varied repertoire of music | |
| **Materials** | * Piano | |
| **Objectives** | * Students will be able to demonstrate, through singing, proper breathing * Students will be able to demonstrate, through singing, the difference between bright, dark, and balanced sounds | |
| **Anticipatory Set** | * Engage students by asking them to think about proper breathing technique to effectively sing | |
| **Activities/Procedure** | **Acquire:**  **1.Teacher will model breathing exercise:**  Take a breath in while saying “Hawaii” hold four beats, hiss out all air in four beats  **2.** **Teacher will remind students that breathing in “Hawaii” expands incoastal muscles- necessary for singing**  **3.Teacher will ask students to repeat exercise in four, six and eight breaths**  **4. Teacher will demonstrate exercise:** Meow meow meow meow meow- descending scale sol-do using too much nasal resonance  **5. Teacher will model Meow exercise using a larynx that is too low**  **6. Teacher will model Meow exercise using a balanced tone**  **7. Teacher will ask students to sing bright, dark or balanced as they sing the exercise higher in pitch**  **8. Teacher will demonstrate exercise *Over the Mountain side-*** Do mi sol do mi do sol  Imbedded in this exercise are vowels that place the tongue, lips and larynx in a natural position to create balanced tone  -helps students connect head & middle registers  **9. Teacher will have students continue exercise into high range (head voice)**  **10. Teacher will demonstrate exercise *Lucy You’ve got some splainin to do-*** exercise also places larynx in natural position  -helps students connect head voice & middle registers  **11. Before asking students carrying exercise into head voice, teacher will remind them to modify vowel-** either “uh” or a (as in cat) both work because of formants  **10. Teacher demonstrate exercise *I know I know I know I know I know***- descending scale sol-do  **11. Teacher before taking students into chest register teacher will explain that students will need to modify vowel-** eh as in bet | Students will do breathing exercise    Students will repeat exercise and may need to use movement in order to visualize the airflow  Students will sing back exercise using bright tone & nasal resonance  Students will sing back exercise by singing with a dark tone or a lowered larynx  Students will sing back exercise with a balanced tone  Students will demonstrate their understanding of creating different tone qualities  Students will sing back exercise  And may need to use movement to energize and visualize the airflow  Students will sing back exercise |
| **Closure** | * Memory Strengthening- Students will apply the information learned in warm-ups to sing ascending scale in a four part round (students sing four part round in their daily warm-ups) | |
| **Assessment** | * Formal Assessment * Observation- Teacher will observe students by listening to sound * Self-Assessment- Students will use self-assessment to evaluate their understanding of objectives | |
| **Standards** | * MU:Pr6.1.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. * 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 * Evaluation | |