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| **Setting** | Rocky Mountain High School Advanced Women’s ChorusStudents 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
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| **Materials** | * Piano
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| **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
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| **Anticipatory Set** | * Engage students by asking them to think about proper breathing technique to effectively sing
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| **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 solImbedded 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 exerciseStudents will repeat exercise and may need to use movement in order to visualize the airflowStudents will sing back exercise using bright tone & nasal resonanceStudents will sing back exercise by singing with a dark tone or a lowered larynxStudents will sing back exercise with a balanced toneStudents will demonstrate their understanding of creating different tone qualitiesStudents will sing back exerciseAnd may need to use movement to energize and visualize the airflowStudents 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)
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| **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
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| **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
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