

Micro-Teaching #1: Warm-Up

Description/Purpose/Objectives:

The purpose of this assignment is to design and deliver a class warm-up in-class. Objectives are as follows:

- Design a seven-minute warm-up based on the Jordan Warm-Up Taxonomy.
 - Each stage of the warm-up may include one to two sets of exercises.
 - For your final stage, choose a specific vocal concept to work on.
 - DO NOT do a cognitive activation stage warm-up.
- Lead the class through the warm-ups with your warm-up partner playing the piano.
- Ask the class to make vocal adjustments, speaking in behaviors instead of ideas.
- For each warm-up, utilize at least one kinesthetic gesture.

Guidelines/Steps:

1. Review the stages and philosophy of the Jordan Warm-Up Taxonomy.
2. For each stage of the warm-up, choose one to two exercises that meets the goal of that stage.
3. After filling in each stage, be sure to review your warm-up sequence and make sure that each warm-up feels like it connects to the next. In other words, do the warm-ups “logically” follow each other?
4. Decide on a kinesthetic gesture for 80% of the warm-ups.
5. Memorize your warm-up sequence, the vocalizes and the starting key.
6. **Practice** – Practice leading each warm-up and utilizing the appropriate gesture. Practice with your partner so they have the opportunity to play the warm-ups before class.
7. **Predict** – What difficulties do you anticipate the students will have? Prepare one or two strategies for addressing student difficulty.
8. Deliver the warm-up in class with your partner playing piano.

Evaluation Rubric:

Warm-Up Design (5)

- Warm-ups have a logical sequence that prepares the body to sing, addresses vocal technique and enables the singer to transfer concepts from earlier in the warm-up to later in the warm-up.

Preparation (5)

- Warm-up sequence is memorized. The teacher easily leads students through a vocalise without stumbling. The teacher can easily model the warm-up, knows which key to start in and how to proceed through the warm-up.

Teaching (5)

- Teacher offers some form of feedback. The teacher asks students to make vocal adjustments, speaking in behaviors and not ideas. The teacher employs new strategies or gestures to help students make vocal adjustments.

Gestures

- The teacher uses a gesture for 80% of the vocalizes.