**Micro-Teaching #2: Layered Rehearsing**

**Description/Purpose:**

The purpose of this assignment is to utilize a layered rehearsing model to secure the pitches and rhythms of a given piece of music.

**Tasks/Guidelines/Steps:**

* Select a piece of music (assigned by instructor) and choose a large section to rehearse in class.
* Prepare each score:
	+ Conductor’s score: Indicate (in pencil) the anticipated rhythmic and melodic difficulties by circling each moment.
	+ Student scores: Number the measures for your classmates
* Write a lesson plan for your teaching experience. Structure your lesson around the layered rehearsing format describe below. Use the following three sections as a format.
	+ (1) Objectives (two to three)
		- “The students will be able to…”
	+ (2) Procedure:
		- For each step, indicate where you will begin and what task you would like the choir to perform. For example: “Direct the choir to ms. 9 and ask them to chant the rhythm on a neutral syllable.”
		- Each step will likely be broad. An example of a step that is too specific is: “Direct the students to measure four, direct them to form their mouth into the shape of an “EE” vowel where the lips are slightly rounded as in “OO” and then tell them to chant this vowel with a “D” in the front…. etc…. An example of a step that is too broad is: “Sight read the pitches at measure 4.”
		- BONUS: Indicate a strategy or two that you might employ if the students have some difficulty with the task.
	+ (3) Evaluation: Write three to four sentences that describe “how you will know” that the students have accomplished the task.
* Rehearse the music in class using a layered rehearsal procedure (see below).

**Layered Rehearsing:**

1. Orientation to the piece
	1. Form (indicate the section to be worked on, note any repeated structures, etc.)
2. Rhythms
	1. Orientation
		1. Move to the beat (macro in feet, macro on leg, micro on hands, etc.)
		2. Repeat rhythmic patterns
	2. Chant rhythms on a neutral syllable
		1. Strategies – use a rhythms system, echo chant, move, mark values
3. Melody (pitch and rhythm)
	1. Orientation
		1. Tonic chord and tonicization with solfege
	2. Chant pitches in rhythm on a neutral syllable
		1. Strategies – tonal line, echo singing, modeling
4. Text
	1. Sing on words
	2. Diction strategies: correct & heightened speech, sustained speech (on a pitch), heightened exaggerated speech, staccato singing on text

**Evaluation Rubric:**

Rehearsal Segment Design (Layered Rehearsing) (5)

* The rehearsal segment utilizes a layered rehearsing process. Each step flows logically from one to the next. The student does not skip steps.

Preparation (Score) (5)

* Measure numbers in the conductor score and the student scores. The conductor clearly understands the structure of the piece. The conductor has indicated in the score where they anticipate the students will have difficulty. The student can model EACH voice part that they are working on with little assistance from the piano.

Pacing (5)

* The teacher offers short and concise directions and short and concise feedback (where appropriate). The teacher focuses on small sections. The teacher breaks down complex tasks into small chunks.

Eye contact, Energy, Enthusiasm

* The teacher knows the score well enough that they can maintain a reasonable degree of eye contact with the ensemble. There body language (facial affect, gestures, etc.) communicate energy. It is clear the teacher is enthusiastic about the students in their choir and that they are on their choir’s side.