**Warm-Up Lesson Plan**

\* *For each exercise, notate the exercise, the starting key, the ending key, and how you will proceed (steps, skips, etc.).*

Stretch- general

**(1) Cognitive Activation (brain warm-up) (Optional) (debate pros- ff)**

**Exercise #1:** Man with a head like a ping pong ball (jump on ping & pong) (go slow) (team ping team pong) (motions)

**Jump on different words man head ball…**

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Keeping a good tone & vowels

-remind students to keep this during warm-ups and model for them

**(2) Relaxation / Alignment / Body Awareness (likely a series of short exercises/stretches)**

**Exercise #1:** roll neck, roll shoulders, core twist, roll up to a good singing posture intention of posture

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Understanding a good singing posture (flexible knees, eyes on the horizon, chin parallel to floor) will help with breath and tone

**(3) Breathing / Exhalation, Inhalation**

**Exercise #1:** Breathe in 4/4…2

**Establish count ribs or belly or on chest**

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Students may not exhale all air out/or not exhale at a consistent speed

-have students move arm as they exhale

**(4) >>>Creating Spaciousness (A) – Continually revisit the “sigh” throughout the warm-up<<<**

**Exercise #1:** rollercoaster

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Students may not sigh with a good vowel creating a lack of resonance

-Sigh with hands by mouth

**-yawn for spaciousness**

**-pear in mouth**

**(5) Breath Support / Freedom** (*singing* on the breath, reinforce the idea of spacious, high and forward, keep using sigh)

**Exercise #1:** lip buzz ascending triad

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Students may have a difficult time keeping buzz consistent

-have students point to the sky as they ascent & remind students to take in a good breath point to beat

**(6) Resonance and Vowel Development**

**Exercise #1:** mi-o or mu-a & switch vowels adjusting vowels represent vowels lip shape v or n

**Sol sol sol**

**Predict: What will the students have difficulty with on this warm-up? List one to two strategies for addressing each difficulty.**

Students may not sing with the same resonance as when humming on “M”

-change to na

-have students put their hands next to their lips

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**Add an additional warm-up to address a specific vocal goal…**

**Dynamics**

**Crescendo/Decrescendo (Mesa di Voce)**

**Range extension upward -**I love to sing (sighing talk in head voice) or vowels

**Range extension downward –** meh descending five notes

**Leaps**

**Diction**

**Agility**