

## **I. GOALS**

### **Unit Goals**

MCAD.1 The student will read and notate music, including (1) identifying, defining, and using advanced standard notation for pitch, rhythm, meter, dynamics, and other elements of music (3) sight-singing eight-measure, stepwise melodic patterns from two-part scores, using the major scale and maintaining a steady beat; (6) identifying key signatures (C, F, and G)

MCAD.3 The student will demonstrate vocal techniques and choral skills (see VA SOLs)

### **Lesson/Rehearsal Goals**

Students will demonstrate performance/audience etiquette by taking turns singing/listening to their peers.

Students will demonstrate respect and acceptance by offering constructive feedback and accepting constructive feedback for and from their peers.

Students will practice an activity very similar to which they will experience in a district chorus assessment and become more accustomed to the activity.

## **II. STRATEGIES**

1. Warm up
  - a. Humming / v / i / a - 12321
  - b. Arpeggiation: solfege / staccato ha - 13531
  - c. Zing zing za: 1232123212345-4321
  - d. 4 White Horses: together, 2-pt round, 4-pt round
  - e. Ghost of Tom: together, 2-pt, 4-pt
2. Sight Reading Game
  - a. Rules:
    - i. When you aren't singing you are listening.
    - ii. Feedback must include something good, something to work on next time, and a compliment.
  - b. Divide students into groups of 3+.
  - c. Project Sight Reading Factory on screen.
  - d. For the purposes of this game:
    - i. Students will have 30 sec to prepare. They may conduct, sing, speak, and tap. Instructor may not help students.
    - ii. When the 30 seconds are over, instructor will play the starting note on the piano and ask students to echo some solfege patterns. (A scale, a triad, a difficult pattern in the example.)
    - iii. Students will sing through the example keeping their own pulse. (conducting, tapping quietly, etc).

- iv. Ask if they'd like to sing again or keep 1st run through to be assessed. When they are complete, singers will give themselves feedback before opening the floor for classroom feedback.
- v. Feedback must include three components: something the group did well, something they could improve on/a specific mistake they could fix, and a compliment. Example: "You all did a really great job of singing out with confidence even though you were probably nervous. If you were to do it again, take a look at measure five- you all held do for two beats instead of one. Overall, I really appreciated the way you worked as a team, good job!"
- e. Repeat until every student group has performed and received feedback.

### **III. ASSESSMENT**

- 1. Sight reading
  - a. Listen for errors
    - i. Are the students reading ahead/anticipating the next few notes?
    - ii. Are the students accurately identifying and executing note duration, rests, and arpeggiations?
  - b. Feedback:
    - i. Are students giving feedback that is helpful and encouraging?
    - ii. How specific is the feedback? Can they accurately assess where their peers have accurately executed the example and where they've made some mistakes?
  - c. Ask reflective questions:
    - i. "Where could we have done better and how?"
    - ii. "Would you keep that for a judge?"
    - iii. "How do you feel about your ability to accurately sight read if district assessments were tomorrow?"
- 2. Technique/posture
  - a. Look for acceptable posture
    - i. Sitting tall- sit bones at edge of chair or very back of chair
    - ii. Both feet on the floor
    - iii. If standing, equal distribution of weight, soft bend in knees, head gently perched atop the neck and shoulders