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| Date: 11/12/18 | Class: Tigerettes |
| Materials:* Piano
* Music
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| Overall Objectives:* Long-term goal: preparing repertoire
	+ SWBAT sing “Winter’s Cold” from top to bottom with accurate pitches and rhythm, with a success rate of 80% or better.
* Long-term goal: building sound
	+ SWBAT sing with proper support and placement
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| Piece | Strategies |
| WarmupsWinter’s Cold | * 1 Minute to talk to someone you don’t usually talk to about the most exciting thing you did on this long weekend
* Dance Warmup
* Breathe in 4 out 4/8/12/16
* Ming descending 5 note scale, with hammer and nail kinesthetic
* Mi-eh (s-m-f-r-m-d-r-t-d) with pulling a string to engage sound
* Yah-yah-yah sol-mi-do, with hand on chest to feel vibrations
* Vee Vah Voh do-mi-sol-mi-do, with partners to engage core, then with basketball “swish”
* Echo Chains
* Tuning chord on beat 1 of m. 49, on “na”
	+ Play with resonance knob or “pulling a rope” to engage a strong and supported sound
* Affirmations
* Spot check m. 49
* Run pickup to m. 44 to the end
* Spot check what needs fixing
	+ Run individual parts or on a neutral syllable if necessary
* Run from the top – try to engage meaning or connection to text
	+ First snowfall this weekend, imagine the first snowfall of the year
	+ What’s your favorite part of the first snowfall? If you don’t like snowfall, what’s your favorite season and why? Think-pair-share.
	+ Think about that as you sing the “ooh-s”
	+ Try it, if they’re not really going for it, stop them and make them take it “too far” and be silly, and then start again
* When you finally get running, work on musicality.
	+ Build in dynamics and phrasing by guiding the choir through as they are singing. Shout out dynamics, phrasing, and/or other things to think about with each phrase or section. Remind the choir to sing strong and to support their sound if they start to back off.
* Spot check anything that is weird
* End by singing the last page one last time for closure
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| Notes:* “Bridge” section is still new, so may need to be done just on a neutral vowel for the time being, even in the context of the full run
* Is there a way to empower certain individuals within the choir? Maybe something to do with who sings the solo line when in the rehearsal? Food for thought.
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| Assessment:* Assess student ability to sing “Winter’s Cold” from top to bottom with accurate pitches and rhythm, with a success rate of 80% or better through their final performance of the class period. Know that this is where they are **now** and that they may slightly regress
* Informally assess student ability to sing with proper support and placement. Work to improve this throughout the rehearsal, but build this technique into the warmup sequence.
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| Standards:* NJ 1.3.8.B.3 – Understanding of discipline-specific arts terminology (e.g., crescendo, diminuendo, pianissimo, forte, etc.) is a component of music literacy.
* National MU.Pr6.3E.Ia – Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire or music representing diverse cultures, styles, and genres.
* National MU.Cn.10.0.H.Ia – Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
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