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| Date: 11/12/18 | Class: Tigerettes |
| Materials:   * Piano * Music | |
| 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 | |
| Piece | Strategies |
| Warmups  Winter’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 |
| 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. | |
| 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. | |
| 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. | |