

Name: Noah Wagar - Unit Lesson 1		Date: 3/9	Period: 6
Ensemble or Class: High school first-year tenor/bass ensemble; 6th period - Men's Chorus		Lesson Topic: Unit Introduction, <i>Turtle Dove</i> introduction, and Rule of the Steady Beat	
Standards: (CCSS/NGSSS) - MU.912.O.3.1			
Long Term Goal: Students will incorporate elements of expressive singing into the solfege stage of rehearsal process.			
Instructional objectives(s): Students will identify and perform the Rule of the Steady Beat while sight-reading to a 75% accuracy.			
Key Vocabulary: steady beat, time signature, crescendo, decrescendo, musicality, quarter note, eighth note, dotted quarter note, half note, whole note		Instructional Materials/Resources/Technology: Pretest copies, piano, sight-reading packets, <i>Turtle Dove</i> sheet music, Canvas, laptop, smart board, YouTube	
<p style="text-align: center;">Critical Thinking:</p> <ol style="list-style-type: none"> 1. If musicians didn't follow this rule, how would the change in sound make you feel? 2. "What did you notice physically about your singing?" 		<p style="text-align: center;">Lesson Structure:</p> <ul style="list-style-type: none"> - Administer and collect Pretest - Rule of the Steady Beat lesson - Sight-Reading 	
<u>ESE Modifications CPLAMS Access Points</u> Extra time will be provided to certain students for test-taking based on IEPs.			
Pacing:	Lesson/Rehearsal Procedures:	Assessment:	
<i>55 min total class time</i>	Entrance procedures: Students will leave their cell phones in their backpacks and then place their backpacks at the front of the classrooms. The students should be in their assigned seats with their numbered folder and a pencil. **Students were specifically instructed and were expected to be warmed up prior to today's lesson**		
<i>1 min</i>	Greet the students and take attendance.		

25 min	<p>Pretest:</p> <ul style="list-style-type: none"> - Pass out the Pretest making sure it stays face-down until the exam begins. - The students will have 15 minutes to complete the 11 multiple-choice questions. - Once everyone has received an exam and heard the instructions, tell the students to turn over the exam and begin. - After 15 minutes, the second portion of the exam begins. Students will sing m. 15-25 of <i>Turtle Dove</i> on solfege. - Rehearse the tenor line once through as a section, repeat with the basses. Rehearse once together all the way through. - Students will use their cell phones to video themselves singing this excerpt and upload it to Canvas immediately following the conclusion of the exam. - Once everyone has stopped filming, ask remaining test questions. - For students who need extra time on tests, they may complete their test while other students upload their videos to canvas and sit silently. These students will have a chance to upload their video at the end of the class. 	<p>This is a written diagnostic assessment. It will be graded against an answer key for pre-assessment data.</p>
15 min	<p>Unit Lesson - Rule of the Steady Beat:</p> <ul style="list-style-type: none"> - YouTube link - "If musicians didn't follow this rule, how would the change in sound make you feel?" - Introduce the Rules for Expressive Singing; What? Why? How? - Focus in on the rule of the steady beat. Scaffold prior information - move longer notes, identifying time signatures - Explain the bottom number as the type of note that gets the steady beat. - Demonstrate and practice implementation. Using m. 4-9 of <i>Turtle Dove</i> for an example. - Unit lesson continues into sight-reading 	<p>Aural and visual assessment of active student involvement. This includes ensuring correct tonal production when students are singing, managing student behavior, calling on students to maintain attention, etc.</p>
12 min	<p>Sight-Reading:</p> <ul style="list-style-type: none"> - Use 2011 SR Packet example number 9 - Have all students sing in unison and focus on identifying places to apply RoSB while sight-reading. - Discuss the bad and good about the attempt with the ensemble - "What did you notice physically about your singing?" - Repeat with examples 	<p>Aurally assessing the accuracy of Rule implementation. Students are to perform at least 75% of the notes which follow the Rule of the Steady Beat accurately. (Crescendoing through the entire note to the next note.)</p>
2 min	<p>Closing Procedures:</p> <ul style="list-style-type: none"> - Remind students to upload Pretest recordings - Have students reorganize room back to normal if chairs have been moved. - Dismiss students at the bell 	