

<b>Name:</b> Noah Wagar - Unit Lesson 2		<b>Date:</b> 3/11	<b>Period:</b> 6
<b>Ensemble or Class:</b> High school first-year tenor/bass ensemble; 6th period - Men's Chorus		<b>Lesson Topic:</b> Rule of the Steady Beat	
<b>Standards:</b> (CCSS/NGSSS) - MU.912.O.3.1			
<b>Long Term Goal:</b> Students will incorporate elements of expressive singing into the solfège stage of rehearsal process.			
<b>Instructional objectives(s):</b> Students will practice and perform the Rule of the Steady Beat while sight-reading to a 95% accuracy.			
<b>Key Vocabulary:</b> pulse, steady beat, time signature, crescendo, decrescendo		<b>Instructional Materials/Resources/Technology:</b> Piano, 2012 sight-reading packets, <i>Turtle Dove</i> sheet music, Canvas, smart board, Rules handout	
<p align="center"><b>Critical Thinking:</b></p> <ol style="list-style-type: none"> <li>Describe the Rule of the Steady Beat in your own words.</li> <li>How could you have made that more expressive?</li> </ol>		<p align="center"><b>Lesson Structure:</b></p> <ul style="list-style-type: none"> <li>Warm-ups</li> <li>Rule of the Steady Beat lesson</li> <li>Sight-Reading</li> <li><i>Turtle Dove</i> rehearsal</li> </ul>	
<b>ESE Modifications CPLAMS Access Points</b> No modification needed.			
<b>Pacing:</b>	<b>Lesson/Rehearsal Procedures:</b>	<b>Assessment:</b>	
<i>37 minutes of 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.		
<i>1 min</i>	Greet the students and take attendance.		

<p>9 min 5 min</p> <p>1 min</p> <p>1 min</p> <p>2 min</p>	<p>Warm-ups: Movement warm-ups</p> <ul style="list-style-type: none"> <li>- Stretch arms up one at a time - reach for the sky</li> <li>- Stretch shoulders, bend back, and roll up slowly</li> <li>- Countdown shaking limbs from 8 counts down to 1</li> </ul> <p>Breath warm-ups (using a lip trill/raspberry)</p> <ul style="list-style-type: none"> <li>- Start ~ Bb-B major and go upwards by ½ step up to ~ A major making sure that the students are producing a steady buzz/raspberry/etc. with their air support.</li> </ul> <p>Range warm-ups (5-4-3-2-1; [za])</p> <ul style="list-style-type: none"> <li>- Start ~Bb-B major and go upwards by ½ step up; give instruction based on the sound that is assessed; start again on G major and go downwards by ½ steps</li> </ul> <p>Ensemble warm-ups (thirds-fifths-stepwise)</p> <ul style="list-style-type: none"> <li>- Standard unison warm-ups (taken from Mr. Dunn’s typical sight-reading procedures); Start all ensemble warm-ups in Bb major; unless it is a melodic sight-reading day. If so, start in the key of the example</li> <li>- Sing diatonic triads on solfege up to la-do-mi up and down</li> </ul>	<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>
<p>5 min 3 min</p> <p>2 min</p>	<p>Unit Lesson - Rule of the Steady Beat:</p> <ul style="list-style-type: none"> <li>- Review concepts discussed on Monday</li> <li>- Allow students to break off into groups of 3 for 2 minutes to discuss steady beat lesson</li> <li>- Reconvene as a large group and share thoughts as a group</li> <li>- <i>“Describe the Rule of the Steady Beat in your own words.”</i></li> </ul>	<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>
<p>6 min 3 min</p> <p>3 min</p>	<p>Sight-Reading:</p> <ul style="list-style-type: none"> <li>- Use 2012 SR Packet example number 9</li> <li>- Have all students sing in unison and focus on identifying places to apply RoSB while sight-reading.</li> <li>- Repeat with example 12</li> </ul>	<p>Aurally assessing the accuracy of Rule implementation. Students are to perform at least 90% of the notes which follow the Rule of the Steady Beat accurately. (Crescendoing through the entire note to the next note.)</p>
<p>10 min 6 min</p> <p>2 min</p> <p>2 min</p>	<p><i>Turtle Dove</i> Rehearsal:</p> <ul style="list-style-type: none"> <li>- Today’s goal is to learn pitches and rhythms on solfege for measures 5-14</li> <li>- After rote learning, tenors and basses split up into sections and rehearse lines independently</li> <li>- <i>“How could you have made that more expressive?”</i></li> </ul>	<p>Aural and visual assessment of active student involvement. Students will perform rhythms and pitches m. 5-14 of <i>Turtle Dove</i> on solfege to a 100% accuracy.</p>
<p>2 min</p>	<p>Closing Procedures:</p> <ul style="list-style-type: none"> <li>- Have students reorganize room back to normal if chairs have been moved.</li> <li>- Dismiss students at the bell</li> </ul>	