

<b>Name:</b> Noah Wagar	<b>Date:</b> 2/4	<b>Period:</b> 6
<b>Ensemble or Class:</b> Vocal Techniques	<b>Lesson Topic:</b> Warm-ups, German IPA review	
<b>Standards:</b> (CCSS/NGSSS) - German IPA (there isn't an official standard)		
<b>Long Term Goal:</b> Students will be able to recognize, apply, and perform/pronounce German IPA symbols. Students will be able to IPA self-selected German solo repertoire without teacher assistance.		
<b>Instructional objectives(s):</b> Students will review the German IPA symbols for ichlaut and achlaut. Students will be able to perform these IPA symbols to a 90% accuracy. Students will write in IPA symbols from IPASource into their solo repertoire.		
<b>Key Vocabulary</b> Ichlaut, Achlaut, Umlaut, fricative, mixed vowel, esset	<b>Instructional Materials/Resources/Technology:</b> Smart board, Canvas PDF file, German IPA textbook, student laptops, student repertoire sheet music	
<b>Critical Thinking:</b> What is the difference between an Ichlaut and an Achlaut?	<b>Lesson Structure:</b> - Movement warm-ups - Breath, range, and ensemble warm-ups - German IPA review	
<b><u>ESE Modifications CPLAMS Access Points</u></b> None needed.		

Pacing:	Lesson/Rehearsal Procedures:	Assessment:
5 min	Movement warm-ups <ul style="list-style-type: none"> <li>- Stretch arms up one at a time - reach for the sky</li> <li>- Stretch shoulders</li> <li>- Squeeze face like a lemon, then pop it open like a grapefruit to stretch facial muscles</li> <li>- Bend back and roll up slowly</li> <li>- Countdown shaking limbs starting at 8 and down to 1</li> </ul>	Visually assess that every student is participating in the movement warm-ups.
1 min	Breath-warm-ups (usually a lip-trill/raspberry or voiced consonant) <ul style="list-style-type: none"> <li>- Start ~ Db-D 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>	Aurally assess for common errors such as “punching” each note rather a steady stream, or for excess use of air.
1 min	Range warm-ups (5-4-3-2-1; [za]) <ul style="list-style-type: none"> <li>- Start ~Db-D major and go upwards by ½ step up until upper range starts to sound unhealthy; give instruction based on the sound that is assessed; start again on G major and go downwards by ½ steps until lower range starts to sound unhealthy</li> </ul>	Aurally assess the upper and lower ranges of the ensemble, adjust technique and direction for navigating ranges as needed.
15 min	German IPA Review <ul style="list-style-type: none"> <li>- Students will open their laptops to the provided German IPA file on Canvas.</li> <li>- Using the review sheet, students will repeat after the teacher one word at a time to practice seeing and pronouncing ichlauts and achlauts.</li> <li>- Students should be able to pronounce and differentiate these two sounds to a 90% accuracy.</li> </ul>	Aurally assess students' accuracy of German IPA pronunciation and language pronunciation.
10 min	German IPA Help <ul style="list-style-type: none"> <li>- After the lesson has concluded, students will work on their IPA in solo repertoire for the remainder of class</li> <li>- Students who finish will come to the teacher, and the teacher will speak the entirety of the text for the student.</li> <li>- Students will speak the German back to the teacher and record their “lesson” for future use.</li> </ul>	