

Name: Noah Wagar - Unit Lesson 3		Date: 3/13	Period: 6
Ensemble or Class: High school first-year tenor/bass ensemble; 6th period - Men's Chorus		Lesson Topic: Rule of Consonant Releases and Error Detection	
Standards: (CCSS/NGSSS) <ul style="list-style-type: none"> - MU.912.O.3.1 - MU.912.C.3.1 			
Long Term Goal: Students will incorporate elements of expressive singing into the solfege stage of rehearsal process. Students will critically self-evaluate their own performance and behavior in the past and present.			
Instructional objectives(s): Students will identify and perform the Rule of Consonant Releases to a 75% accuracy. Students will identify rhythmic sight-reading mistakes and describe the correct solution to a 75% accuracy.(e.g. Which note did you miss? Did you hold it too long or too short?)			
Key Vocabulary: Audiation, consonant, vowel, downbeat, upbeat		Instructional Materials/Resources/Technology: Piano, 2013 sight-reading packets, <i>Turtle Dove</i> sheet music, Canvas, smart board, Rules handout	
<p style="text-align: center;">Critical Thinking:</p> <ul style="list-style-type: none"> - <i>How does the alignment of consonants change the sound?</i> - <i>What can you do to make your consonant releases more effective/efficient?</i> 		<p style="text-align: center;">Lesson Structure:</p> <ul style="list-style-type: none"> - Warm-ups - Rule of Consonant Releases - Sight-Reading - <i>Turtle Dove</i> rehearsal 	
<u>ESE Modifications CPLAMS Access Points</u> No modification needed.			
Pacing:	Lesson/Rehearsal Procedures:	Assessment:	
<i>45 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>10 min 4 min</p> <p>2 min</p> <p>2 min</p> <p>2 min</p>	<p>Warm-ups: Movement warm-ups</p> <ul style="list-style-type: none"> - Stretch arms up one at a time - reach for the sky - Stretch shoulders, bend back, and roll up slowly - Countdown shaking limbs from 8 counts down to 1 <p>Breath warm-ups (using a lip trill/raspberry)</p> <ul style="list-style-type: none"> - 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. <p>Range warm-ups (5-4-3-2-1; [za])</p> <ul style="list-style-type: none"> - 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 <p>Lesson-specific warm-ups:</p> <ul style="list-style-type: none"> - Bee-bye-bee standard warm-up taught by Mr. Dunn - Change consonants to move fricative muscles. - Vowel unification warm-up [mi-me-ma-mo-mu] - Try to line up consonants with director’s finger touching his palm - like a frying pan “ts” sounds but with multiple consonants 	<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>10 min 2 min</p> <p>3 min</p> <p>2 min</p> <p>1 min</p> <p>2 min</p>	<p>Unit Lesson - Rule of Consonant Releases:</p> <ul style="list-style-type: none"> - Explain consonants vs. vowels - Basic IPA review of what they know - Using a phone charger cable demonstrate the line of a phrase and vowels. Have them stretch the cable from hands together to as long as it can go while singing the vowels of a phrase only. - <i>How did stretching the phone chord relate to the sound we are looking for?</i> - Using hands, demonstrate consonant cutoffs and releases. Using the metaphor of water on a hot plate for the “ts” release is a good start. - Write on Smartboard the correct way to mark consonant release changes. “Think on” > “Thi..nkon” - Apply this to a some they already know but have trouble with a consonant release. - <i>How does the alignment of consonants change the sound?</i> 	<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>10 min 4 min</p> <p>4 min</p> <p>2 min</p>	<p>Sight-Reading:</p> <ul style="list-style-type: none"> - Use 2013 SR Packet example # 12 - Sight-read once through normally to learn pitches and rhythms, then sing a second time with words and do assignment - Have students use their phones to record themselves sight-reading example #12 in an identical fashion to the Pretest. - <i>What can you do to make your consonant releases more effective/efficient?</i> - Before Monday, they are to write a short response (3-5 sentences) identifying where they mistakes and what they were as well as giving their opinion on their application of learned Rules 	<p>Aurally assessing the accuracy of Rule implementation. Students are to perform at least 75% of the notes which follow the Rule of Consonant Releases accurately. (Holding consonants to their correct release)</p>

<p>10 min 6 min 4 min</p>	<p><i>Turtle Dove</i> Rehearsal:</p> <ul style="list-style-type: none"> - Today's goal is to learn pitches and rhythms on solfege for measures 15-25 - After rote learning, tenors and basses split up into sections and rehearse lines independently - Run through m. 4-25 without stopping 	<p>Aural and visual assessment of active student involvement. Students will perform rhythms and pitches m. 5-25 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"> - Have students reorganize room back to normal if chairs have been moved. - Dismiss students at the bell 	