

Grade: 10-12	Subject: Chamber Choir
Materials: Repertoire Books, Competition Booklet	Technology Needed: Projector and Speakers
Instructional Strategies: <ul style="list-style-type: none"> <input type="checkbox"/> Direct instruction <input type="checkbox"/> Guided practice <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> Learning Centers <input type="checkbox"/> Lecture <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <ul style="list-style-type: none"> <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> PBL <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Modeling 	Guided Practices and Concrete Application: <ul style="list-style-type: none"> <input type="checkbox"/> Large group activity <input type="checkbox"/> Independent activity <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) <p>Explain:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Hands-on <input type="checkbox"/> Technology integration <input type="checkbox"/> Imitation/Repeat/Mimic
Standard(s) Intermediate Standard: MU:Pr4.1.E.11 <p>a. Use provided criteria to select varied repertoire based on form, musicianship skills of individual or ensemble, and purpose of performance.</p>	Differentiation Below Proficiency: For students that struggle with singing alone or have trouble with more advanced solo repertoire they will be placed in only an ensemble setting of three or more. I will also talk to them privately in their lessons to see how I can help build their confidence outside of the classroom. In the classroom these students can also help offer guidance to solo performers as too which songs are best suited for their style and personalities. Above Proficiency: Students that are ahead of their peers will be given the option to perform an extra duet on top of their solo and ensembles. They can also look through more advanced solo books and will be able to choose a more difficult language such as French, Russian, or an African dialect. Approaching/Emerging Proficiency: Students that meeting at the middle will choose music for their solo and their ensemble. They will mainly choose by peer collaboration and discussing their options. These students will stay in the ranges of English, German, and Italian solos and ensembles. How will you Decide which learning preference is best for you? (Students will be able to learn to the best of their ability) EVALUATION Modalities/Learning Preferences: Visual Learners: These students can look through books as well as watch their piece choices being performed on their phones to see the emotions behind the words as well as the body language and movement required for their piece.
Objective(s) <p>1. Students will, in the time frame of two weeks in and out of class, be able to select a list of song choices for State Solo & Ensemble Contest after examining solo repertoire books and discussing with other students if involved in an ensemble and presenting that list in their private lesson.</p> <p>How would you, the students, identify good ways to pursue choosing music? (Bring to the attention the main objective for the week) KNOWLEDGE</p> <p>2. Students will, by next week, have selected one solo piece and one ensemble piece, with pre-selected partners, and have a piece based on their level of musicianship and the technique they have built and distinguish their final choice to the chamber ensemble.</p>	

<p>Bloom's Taxonomy Cognitive Level: Analyzing/Analysis</p>	<p>Interpersonal Learners: These students will be able to stay in groups of four or five and go around and discuss their options one at a time. They can all take time to look through the translations, the recording, and the vocal range to decide together if the song fits that individual.</p> <p>Auditory Learners: These students will be able to listen to recordings of their choices. They will also have the option to utilize the piano rooms to play out the notes in the music to see what places may trouble them in their vocal range and to hear the basic idea of what the mood is (major/minor).</p> <p>Kinesthetic Learners: These students will be able to utilize the piano for their choices. They can play their piece out to better hear what they would prepare for and then choose their pieces from that tool.</p> <p>Intrapersonal Learners: Students who would like to work independently they may, this may utilize the kinesthetic, visual, or auditory styles as well.</p>
<p>Classroom Management- (grouping(s), movement/transitions, etc.)</p> <p>Large Group Discussion</p> <ul style="list-style-type: none"> • Follow along with hand out • Ask questions when needed <p>Independent Discussion</p> <ul style="list-style-type: none"> • Work in small groups • No one else talks while someone else is • Work efficiently through list of songs <p>Using Materials</p> <ul style="list-style-type: none"> • Take only the book for their vocal part • Only use and look through materials for allotted languages in their division <p>Leaving the room for modalities</p> <ul style="list-style-type: none"> • Students will sign out to go to practice rooms • Students should utilize headphones if watching or listening in the classroom 	<p>Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.)</p> <p>Large Group Discussion</p> <ul style="list-style-type: none"> • Students expected to be active listeners • If there is a question the students must listen as it could be valuable information to them • Students will not transition until told <p>Independent Discussion</p> <ul style="list-style-type: none"> • Students expected to be productive • Everyone should get the chance to look at their top choice • Students should be active listeners <p>Using Materials</p> <ul style="list-style-type: none"> • There should be no disrespecting the books • Books get put back where they were found • No writing in books, only on copies if they were made <p>Leaving the room for modalities</p> <ul style="list-style-type: none"> • Students must let me know when they leave • They must sign out and back in before the end of the class period • Expected to be working independently <p>Cleaning Up</p> <ul style="list-style-type: none"> • All books return to piano • Chairs stacked correctly

<p>Cleaning Up</p> <ul style="list-style-type: none"> All books return to piles in the correct order of soprano, alto, tenor, bass. As well as high key and low key. All chairs get stacked back up in the back of the room <p>Leaving Class</p> <ul style="list-style-type: none"> Students will exit quietly If they had signed out to use a practice room, they must sign back in before leaving class 	<ul style="list-style-type: none"> Gather all belongings neatly <p>Leaving Class</p> <ul style="list-style-type: none"> Exit quietly Ask any last minute questions before leaving
Minutes	Procedures
<p>30 Minutes</p>	<p>Set-up/Prep:</p> <ul style="list-style-type: none"> Set up sixteen chairs in sections of four (soprano, tenor, bass, alto) Turn on projector for board so the students can see and be reminded of who is in their ensembles and who is in what divisions for their solos Set up order of rotation for groups Set vocal books out on the piano in order of soprano, alto, tenor, bass. As well as if there are high key and low key books. Set up competition information sheets on a music stand by the door with a sign to pick one up on the way in. Print off evaluation sheets for picking music Have a playlist of aria's and musical theater solos playing for when the students walk in Set up take home ipads for recording if students do not have one available to them
<p>3 Minutes</p>	<p>Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.)</p> <ul style="list-style-type: none"> Tell students to sit in the normal section form Direct them to the screen so they can see their assignments for contest Let the music play until after the bell has rung Opening Activities: <ul style="list-style-type: none"> a. Pull up list of categories for contest b. Students will stand up one at a time and explain which genre they want to focus on based on their technique and musicianship Students will create a list of the '5 essential questions to ask when choosing solo music' as a whole group Students will take an inventory test in class to be seen by the teacher <p>Can you rephrase what you learned in your private lesson about your stylistic types? (Students should be able to connect what they learn individually to the group) COMPREHENSION</p> <p>How would you apply your knowledge to make your list today? (The list's should reflect what they have learned) APPLICATION</p>

<p>10 Minutes</p>	<p>Explain: (concepts, procedures, vocabulary, etc.)</p> <ul style="list-style-type: none"> • Pull rules up on the computer for criteria for contest • Explain the orders and languages of each book on the piano so they know what to grab • Go through categories for each student as well as the difficulty levels that they will aim for • Use power point to explain how to pick their music and what they should be mindful of <p>How would you distinguish between the different categories? What are the main characteristics for each? (Students should be able to know the main differences between classical and theater) ANALYSIS</p> <ul style="list-style-type: none"> • Students are expected to have at least one song picked for a solo by the end of today for them to take home and record for evaluation without the stress of anyone else in the room • Explain the rotation of the groups they will work in
<p>30 Minutes</p>	<p>Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions)</p> <ul style="list-style-type: none"> • Students break off into multiple groups based off of categories of competition • Students will utilize group or independent work based off of solo books and technology • Collect songs into a list of their top three options based off of their research and the speculation of their peers • Fill out evaluation form before making their list • Students will start in groups based on vocal part taking time to talk about their past songs so students can gather new ideas • The students will then move to a group of random (at least one person from each vocal part) and look through vocal books together to choose different options and have an open discussion with the group • Lastly, students will group in their small ensemble groups to talk about the final one or two options and explain why <p>What questions can you use to formulate an exit slip list with your group discussion? (Students can find new ways to approach choosing music) SYNTHESIS</p>
<p>7 Minutes</p>	<p>Review (wrap up and transition to next activity):</p> <ul style="list-style-type: none"> • Bring all class back to original spots • Make sure to remind them to sign them back in if they had left the room • Collect students lists for competition to review • Remind them we will give the final decisions next week • Remind students that they will choose their final choice or their final songs to record showing; the range check specific to each song, sing through the chorus to show comfortability in the chosen genre/song.

<p>Formative Assessment: (linked to objectives)</p> <p>Progress monitoring throughout lesson- clarifying questions, check- in strategies, etc.</p> <p>Join in their group conversations to see what terminology they use and the reasons they give for each students choice or their own. I will also call their attention to the board to remind them of the requirements for each category and ask if any clarification is needed. I will also pull up the list of songs that rank on their difficulty scale to make sure, and remind the students that they need to be picking songs in their difficulty level. Before class ends I will take any additional questions from the students as well as leave my office hours open as well as my email.</p> <p>Students should be able to list three questions students may commonly misunderstand about the genre or vocal type. Students should also be able to give examples of something others wouldn't know about their genre or vocal type.</p> <p>Consideration for Back-up Plan:</p> <p>If I am sick, the substitute teacher will be able to pull up all required material for the period. The students will get to work a bit more independently, but would be more encouraged to reach out to me during the day will questions.</p>	<p>Summative Assessment (linked back to objectives)</p> <p>End of lesson:</p> <p>I will look through the students list individually making sure we have the correct music for their vocal part. If the students have compiled a list of three or more options for each category they are attending, then they have had a successful class period.</p> <p>If they did not have a successful class period, they will be able to finish up next period as well as in their personal lessons with me.</p> <p>At home students will submit their video, if it does not fit their voice type or they struggle with the range they will be asked to choose new music.</p> <p>Students should be able to bring a list of one to three options to their private lesson based off of the feedback they received.</p> <p>Can you produce a thirty second video showcasing each choice if you have not been able to decide? (Students will be able to utilize auditory and visual learning to further their choice)</p> <p>SYNTHESIS</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?):</p> <p>Feedback from my peers consisted of making sure I know how to properly identify who fits into what modality, and how will I choose it. Will I allow them to choose or will we make that decision together in their private lessons with me?</p> <p>Another point was adding intrapersonal and kinesthetic to the modalities to accommodate for students who will play piano as their choice of picking songs and intrapersonal for the students who prefer to work alone.</p> <p>Direct Instruction Feedback:</p> <p>: I loved that you had your objectives all lined up for the class to see, it was visually aesthetic</p>	

For the 3rd slide? "What are the categories" slide what size font was this? I would try to enlarge it a bit and maybe simplify the wording. (I loved that you explained each category and what like the prerequisites and touched on the proficiency levels of students to help guide their decisions).

Talking about voice styles. I love that you gave an example, personal example.

Explaining what you expect and want from the student but still showing that you'll be supportive.

I love that you showed an example and walked them through the self-evaluation. (Was this an exit slip or was this more like a take home and decide, answered in a later slide)

Keep your voice healthy like a boss is cut off (the white font)

Expectations slide has the perfect font size, there are a lot of words, but I think it fits