

LESSON PLAN #3

2nd PERIOD HS SSA CHORUS

Beers, Emma

Lesson Plan

Date: 03/31/2025

Objectives:

- 1) SWBAT complete vocal warmups using a warm choral tone, continue to demonstrate proper vocal technique, and implement dynamic contrast.
- 2) SWBAT review rhythm and solfege on measures 8 – 30 (add text if time permits)
- 3) SWBAT review French text and pitches on measures 32 – 45
- 4) SWBAT add small text stress and dynamic details on “Weep No More”
- 5) SWBAT identify 3 musical details addressed on either piece of music by the end of the class period to submit as an exit ticket

Standards:

[MU.912.S.2.1](#) Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.

[MU.912.S.2.2](#) Transfer expressive elements and performance techniques from one piece of music to another.

[MU.912.S.3.1](#) Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

[MU.912.O.3.2](#) Interpret and perform expressive elements indicated by the musical score and/or conductor.

Activities:

- Warmups	5 -7 min
- “Ouvre ton coeur” by George Bizet (solfege, text)	15 min
- “Weep No More” by David N. Childs (MPA piece review)	10 min
- Exit ticket	5 min

Resources/Materials:

- Sheet music – “Ouvre ton coeur” and “Weep No More”
- Piano
- Pencils
- Exit ticket

Procedures:

- 1) Warmups
 - a. Body – arms up, arms back, head/neck stretch to the right, left, center, flop body over “hello toes” in falsetto speaking voice, shake body/release tension all over, “take a string” (“lift” for posture)
 - b. Breath support – unvoiced plosive memory exercise: – “t”, “k”, “p”, “ts” (call and response memory game) – students place one hand on chest, and the other on lower stomach – inhale and exhale on “hiss” teacher demonstrates unvoiced plosive random patterns to engage breath connection, while students repeat the patterns back
 - c. Vocal stretch - students sing the syllable “nn” 5 – note pattern sliding ascending scale (Do – Sol)
 - d. Vowel unification and text stress: The students do a “nee-voo” descending exercise, and the teacher emphasizes the “taller” and “warmer” sounds and stresses the “n” of “nee-voo.”

- e. Resonance – “mm-eeh,” “mm-eh,” “ah” – teacher emphasizes the “buzzing” sound of resonance and uses “pull spaghetti string from the forehead” to demonstrate the sensation of resonance
- 2) “Ouvre ton coeur” rehearsal
- a. Review measures 8 – 29: All speak rhythm using the “ti-ta” method on measures 8 – 18, 19 – 29 (students are tapping the beat inaudibly), (teacher demonstrates, student repeats back if struggles on first attempt)
 - b. All Soprano 1s and 2s add solfege to measures 8 – 18, 19 -29 while Altos are keeping beat audibly.
 - c. *OPTIONAL: may add French text to measures 8 – 29 (speaking in rhythm first, then add pitches) – teacher informally assesses student success/understanding of this section
 - d. Review measures 32 – 45: Altos singing on solfege measures 32 – 45 (teacher sings w/altos), add soprano 2s (teacher sings with sop 2s), add soprano 1s (teacher sings w/sop 1s). (those who are not singing are keeping the beat inaudibly)
 - e. All parts w/ text measures 32 – 45 (review French text call and response), add to pitches on all parts
 - f. Attention to dynamic markings – circle “mp”, and remind students to circle “no breathe on measures 33 – 34”
- 3) MPA review “Weep No More” rehearsal pages 2 -3 (brief text stress and dynamic review only)
- a. Reminder of “She – d no tear” – diction and dynamics on pages 2 -3 (reminder from MPA notes)
 - b. Teacher call and response speaking text without pitch, then adds pitch
- 4) Exit ticket
- a. Students identify 3 specific musical details we worked on either piece – examples: dynamics, pitch, text, text emphasis etc.
 - b. Teacher collects exit ticket for a classwork grade

Assessments:

-Informal: Teacher informally assesses students’ success, understanding, and ability to execute accurate rhythm, solfege, pitch, and proper French diction on “Ouvre ton coeur” and the retention and review of “Weep No More” from MPA.

-Formal: The teacher formally assesses the students’ understanding and retention of new musical material by issuing an exit ticket asking students to identify 3 musical details that were discussed in class.

*Students with accommodations for an extended time may submit their exit ticket by the next class period if needed.

Accommodations:

- A few students have accommodations allowing classwork time extensions.

Biblical Integration:

- Matthew 5:4 “Blessed are those who mourn, for they will be comforted.”
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Reflection:

I felt that this lesson was overall successful. I achieved my goal of “woodshedding” a new, difficult French choral piece, along with reviewing a familiar MPA piece. I thought my pacing, instructional strategies, and rehearsal plan were solid, but my classroom management skills could have been improved. I did not realize until afterward how difficult it was to isolate choral parts, and also aim to keep the students who were not singing engaged. Additionally, it was the first day back from Spring Break, and the students had a hard time focusing throughout the lesson. There were too many side conversations going on, and even though I allowed it at the beginning of the class to discuss “spring break highlights,” the students had a hard time transitioning from this.