

LESSON PLAN #4

6TH PERIOD TREBLE CHORUS

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Lesson Plan

Date: 04/17/2025

Objectives:

- 1) SWBAT completes vocal warmups using a warm choral tone, continues to demonstrate the proper vocal technique, and implements dynamic contrast.
- 2) SWBAT learn all notes and rhythms with minimal errors on “You Will Be Found” on pages 16 - 19
- 3) SWBAT review “Let the River Run” from memory.

Standards:

[MU.68.S.1.4](#) Sing or play melodies by ear with support from the teacher and/or peers.

[MU.68.S.2.1](#) Perform music from memory to demonstrate knowledge of the musical structure.

[MU.68.S.2.2](#) Transfer performance techniques from familiar to unfamiliar pieces.

[MU.68.S.3.1](#) Sing and/or play age-appropriate repertoire expressively.

[MU.68.S.3.2](#) Demonstrate proper vocal or instrumental technique.

Activities:

- Warmups	5 min
- “You Will Be Found” (woodshed and review)	15 min
- “Let the River Run” (memory run through)	5 min
- Exit Ticket	5 min

Resources/Materials:

- Sheet music – “You Will Be Found” and “Let the River Run”
- 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 their chest, and the other on their 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 “hum and chew” – 5-note ascending scales
 - d. Vowel unification – “hee-hee” staccato ascending arpeggiated skips (d-mi-sol)
 - e. Resonance – “zee- ah” (5-note descending scales)
- 2) “You Will Be Found” rehearsal s
 - a. Introduce measures 69-82 (teach by rote – pitches and text simultaneously)
 - b. Teach measure 83 – sopranos first, altos second (combine both parts)
 - c. Combine measures 19-83
 - d. Teach measures 84 – 86 (sopranos alone if needed) – (try for both parts)
 - e. Teach measures 87 – 89 everyone sings the alto part (repeat until confident)

- f. Teach Measures 87 – 89 add sopranos
 - g. Teach measures 90-end (altos alone)
 - h. Teach measures 90-end (sopranos alone)
 - i. Run from 19-90 (stopping and fixing sections as needed)
- 3) “Let the River Run” memory run-through
- 4) Exit Ticket
 - a. Students will be asked to identify 3 places in either “You Will Be Found” or “Let the River Run” that they could work on for the next time we run through those pieces.

Assessments:

-Informal: Teacher informally assesses students’ success, understanding, and ability to execute accurate rhythm and pitch on “Let the River Run”

-Formal: The teacher formally assesses the student’s ability to identify musical concepts they can improve in the next run-through of either piece.

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

Accommodations:

- One student has an accommodations to allow classwork time submission extensions.
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Biblical Integration:

[John 14:27](#) Peace I leave with you; my peace I give to you. Not as the world gives do I give to you. Let not your hearts be troubled, neither let them be afraid.

Reflection:

I think that this lesson was overall successfully executed. I was able to achieve my goal of teaching the last few pages of “You Will Be Found,” reviewing “Let the River Run” to check for memory, and having the students isolate difficult spots within the music. I think I did well with isolating the “problem spots” and breaking a large section of music into smaller chunks to help strive for faster student learning. The students seemed to be engaged and focused for the majority of the lesson. However, a few classroom management instances occurred that were not brought to my attention until after the lesson, which led me to realize that I did not catch everything in the moment of teaching. I was able to redirect a few small side conversations, but I later learned that a few random objects were being used as a distraction by a few of the students while I was teaching.