

## Choral Rehearsal Lesson Plan

### **Basic Information**

Kathleen Klosterman

High School Choir

Cooperating:

October 22, 2015 8:30 am

### **Prerequisite Knowledge and Skills for this rehearsal**

Pitch-matching skills

### **Behavioral Objective(s) (with correlated national standards indicated)**

At the conclusion of this lesson, students will be able to:

- Demonstrate proper singing technique (NS1)
- Demonstrate improved vowel and consonant production (NS1)
- Demonstrate improved part singing skills (NS1)
- Demonstrate understanding of the concept ostinato (NS4)

### **Materials**

Piano

Sheet music for *Yonder Come Day*

Marker board with the Frayer Model written on it

### **Procedures**

#### **0:00 Literature**

- *Good Morning everyone, today we are going to be learning about ostinato. By the end of this lesson, I will be asking you what you think is the definition of ostinato based on what you sing and hear. We are going to be learning the song Yonder Come Day to learn about ostinato.*
- *First, we are going to learn a portion of the song that the men will be singing. It sounds like this. Teacher models "Yonder" melodic ostinato, then the students learn it. What did I do here? Did I repeat notes and phrases or did sing new material? Did I sing or did I speak the words? After singing this ostinato, can anyone name a few characteristics of ostinati that they learned while singing? Students will hopefully say it repeats, it is low, it can be sung (aka melodic), it keeps the beat, etc. and the teacher will add of these characteristics to the diagram on the board. Break into sections of first part and second part teaching bit by bit. Then sing it all together. This is called a melodic ostinato, and we repeat this throughout the song while the melody is being sung. We will place this in our examples section of our diagram on the board. Be thinking about what ostinato is so we can answer questions at the end of class.*

**0:04**

- *You are going to sing the ostinato while I'm singing something else. Teacher will sing the melody along with the ostinato. Did this section have repeated notes? How was it different? Such as new material? Let's look at our model to see how it compares to ostinato. Now, we are all going to learn the melody of the song. Repeat after me. The teacher will chunk up the melody and teach the students the song by rote. Once the entire song is learned, the men will sing the ostinato while the women sing the melody. Let's try this melody with our ostinato now. (If time switch and women sing ostinato while men sing melody.) This melody is not an example of ostinato because it does not have the same characteristics of what we sang. We are going to put that into our diagram under non-examples.*

**0:09**

- *Sopranos, there is a fun descant part that is sung higher than the rest of the melody and ostinato that you will be singing when we perform this piece. Right now, everyone can learn this part, singing comfortably in your own octave. (Play an octave lower while modeling, so men can hear their octave) Teacher will model the descant part, then chunk it up and teach to the students by rote as well. Then, the sopranos will sing this part by themselves. Okay sopranos, let's try that with just your section while everyone else is humming their part and then we will combine all of our parts together. Sopranos sing. Good. Men, you are going to start with the ostinato, and then altos, you are going to sing the melody, and finally sopranos you are going to sing the descant. So, this song has a ABA form, which means that it starts with one part which is our Yonder Come Day, then goes into a rap, then goes back to our Yonder Come Day melody again. We are going to put descant also in our non-examples because it does not have characteristics of our ostinato either. The definition of a descant is an independent treble melody usually sung or played above a basic melody. We are going to learn the middle section now.*

**0:15**

- *Listen to what I doing and join in when you think you can perform this with me. (Rhythmic ostinato of "Walk that Road" in the song) students will learn this using the jump in method and when everyone is doing it, move on. Good! What was I doing here? Was I speaking or singing? Did it repeat? What we were just performing was called a rhythmic ostinato, so we are going to put that in our area of examples on our diagram on the board. Now everyone please perform that ostinato, and I am going to do something a little different. Teacher is going to say the rap while the students do the rhythmic ostinato. You were all performing the rhythmic ostinato while I was saying the rap of our song. Now we are going to all learn the rap, it is written on the board, so you can reference if you need to. Teacher will chunk up the rap words and with the help of the marker board, students will learn the rap to put with the rhythmic ostinato. Now that we know our rap, let's do this with our rhythmic ostinato. Now men I'm going to let you choose to do the rap or the ostinato, which one would you like to do since you sing the melodic ostinato for the other sections? (Either rap or rhythmic ostinato is chosen) Then everyone sings*

the rap with the rhythmic ostinato starting. *Good. Let's try to sing our song in order now. Remember that we begin with Yonder Come Day, then go to our Walk that Road rap, then go back to Yonder Come Day. ABA form description*

**0:19**

- *We are going to sing our entire song through now, making sure we know which part comes at which time and sopranos when you sing your descant. While performing the ostinati, think about what you are doing while singing it, and hopefully we can come up with a definition after we sing it through. Students will sing the song through in ABA form performing the ostinati correctly. After hearing the song together and going all the way through, I would like to know what you think is the definition of ostinato. We are going to finish filling out our chart on the board, everything except the definition. I have given you note cards so you may fill them out and hand them to me when you are finished, and I will read a few of them to the class, not giving out any names. Teacher will read a few cards, then write on the board the definition of ostinato based on the students' answers, and give feedback based on the students' answers. Definition of ostinato: a continually repeated musical phrase or rhythm*

**0:23**

- *This was a great lesson today, and thank you all so much for being so cooperative with my teachings. I hope you all know now what an ostinato is, and a new song Yonder Come Day. I had a lot of fun with you all today and throughout my observations here, and I hope that you all continue to sing and make music because you are doing a fantastic job. Good luck and thank you again!*