

Vocal and General Rehearsal Lesson Plan

Basic Information

Kathleen Klosterman

Ball State, MUSE 457 Class

Cooperating Teacher: Dr. Gerrity

September 16, 2015 12:00 pm

Prerequisite Knowledge and Skills for this rehearsal

Solfege syllables

Read level 5 tonal and level 4D rhythm

Kodaly Rhythm syllables

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

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

- Accurately sing the song Blow the Man Down (NS1)
- Accurately sing and identify a major tonic triad (NS1 & NS4)
- Accurately define compound meter (NS4)
- Accurately demonstrate call and response and define sea shanty (NS8)

Materials

Projector

Sheet music for Blow the Man Down

Piano

Procedures

Other: call and response

-Prepare

- Students will speak the rhythms of the song on Kodaly syllables.
- Students will sing the pitches on solfege syllables.
- Students will sing the song on solfege syllables, using hand signs.

-Make conscious

- Students will sing the song using the words.
- Being the captain, the teacher will sing the first part of the song and the students will come in for the second part of the song in which they are to respond, introducing the concept of call and response. What are we doing while singing? (we are going back and forth between the teacher and the students) If I am singing a section of the song and expecting you guys to answer with the second section of the song this is called call and response.

-Reinforce

- Students will take turns being the captain, singing the first part of the sea shanty with the rest of the "crew" responding with the second half of the phrase in the song.

-Assess

- Can someone define call and response? (a song in which one person sings a portion and the other people sing the other section of the song)
- Can someone define a sea shanty? (A song sailors would sing while working on ships and sailing)

Melodic

-Prepare

- Students will echo triad patterns do-mi-sol

-Make conscious

- Students will sing measure 2 of the music, specifically the major tonic triad

-Reinforce

- Students will perform the entire song, correctly singing triad in measure 2

-Assess

- Students will answer questions about tonic triads. What is a tonic triad? Where do we see it in the music?

Rhythmic

-Prepare

- I will clap first compound meter while the students march to the division of the beat. I will then emphasize the beat while clapping and de-emphasizing the division, showing the students that this is the beat of compound meter, specifically 6/8 time.

-Make conscious

- Students will sing the piece observing the time signature and feeling the pulse of the beat while keeping a steady beat.

-Reinforce

- Students will sing the entire piece, marching with the beat of the piece. Then, they will march to the division of the beat, understanding the differences.

-Assess

- Students will answer questions about compound meter. Can someone lead us in a 6/8 time beat and division of the beat?