

Choral Rehearsal Lesson Plan

Basic Information

Kathleen Klosterman

High School Choir, Grades 9-12

Cooperating:

September 29, 2015 7:30 am

Prerequisite Knowledge and Skills for this rehearsal

Solfege syllables and scales

Moving up and down by half steps and whole steps

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 blending and part-singing skills by singing scales (NS1)
- Demonstrate understanding of dynamics while singing scales (NS1)

Materials

Piano

Procedures

0:00 Vocal Technique

- Stretch to wake selves up and move around getting the body in motion to sing
- Echo rhythms and consonants; specifically voiced and unvoiced consonants with a wide range of rhythms—F to V, K to G, Ch to Gh (J), Sh to Zh, S to Z, B to P, T to D
- **ELL: Teacher will write the vowels on the board and point to those vowels used in the exercises while the students are singing. Teacher will refer to everyday words and demonstrate tongue and mouth placement for the vowel sounds for example: (i-eat), (e-bed), (a-yawn), (o-boat), (u-you)**
- “U” 1-2-3-4-5-4-3-2-1 starting on C3/C4 moving up by half steps focusing on a pure “u” vowel shape and sound
- **UDL: Teacher will use a model of the larynx to show what the different vowel shapes look like in the mouth when singing. Students will be given a diagram of the larynx on a paper and will label the parts of it.**
- Yam yam yi 5-3-1 moving down by half steps beginning on D4/D5 focusing on tall vowels
- **UDL: Students will listen to a recording of a choir singing with tall and proper vowels. Students will answer questions about how their vowels sounded.**
- I-e-a-o-u 1-3-2-4-3-5-4-2-1 starting on C3/C4 moving up by half steps focusing on their vowel formation

- UDL: Teacher will record students singing this exercise and have them listen to themselves back, noting how they sounded compared to the choir they heard.
- ELL: Students will be asked to reflect upon their performance and write a paragraph essay stating how their vowels differed from the choir they listened to.

0:05 Choral Technique

- C Major scale up and down again change key
- UDL: Teacher will model proper vowel shapes on the solfege syllables while singing with dynamics. ELL: Students will sing scales on the vowels I point to on the board.
- D Major scale following my dynamics, then repeat