# Unit Plan (Concert Choir)
## Unit Topic: Learning Sight Reading through Solfège

**PLO (Choral Music IRP)**
- perform appropriate scales, intervals, and arpeggios
- perform melodies with an understanding of phrasing
- sight-sing melodies
- apply an understanding of timbre to performance of repertoire
- demonstrate an understanding of harmonic voicings in choral repertoire
- demonstrate competence in vocal technique
- demonstrate performance skills and attitudes appropriate to the performance context
- set personal goals for choral performance

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| 1 Introducing Solfège (Major Scale) | 1) understand the basics on solfège 2) sing a major scale using solfège | VIDEO: Play “Do Re Mi” from *The Sound of Music* as an introduction to solfège  
DISCOVERY LEARNING: Ask S to identify solfège syllables heard in video  
SING ALONG: S sing with music together  
LECTURE: Teach S hand signals that go with solfège  
GROUP PRACTICE: class sings solfège out of context | INFORMAL: S ability to identify and remember syllable order from video  
OBSERVATION: S hand signing and singing major scale |
| 2 Learning to Audiate | 1) sing a major scale using solfège with omission of certain pitches 2) begin learning how to audiate and hearing pitches in their head | REVIEW: solfège syllables  
GROUP PRACTICE: sing through scale as a class  
AUDIATION GAME: Take a certain syllable out of the scale and ask S to sign but not sing the note  
Repeat game asking S for syllables to omit  
Variation: add motion (clap, stomp) in silence, omit >1 pitch | INFORMAL: S ability to remember solfège  
OBSERVATION: S ability to sing through scale with omitted pitches |

¹ Each lesson does not reflect one day of teaching. Teacher should work through unit plan according to student progress.

Learning Sight Reading through Solfège

Diana Chan
| 3 | Singing simple melodic patterns | 1) depart singing solfège in scale order and learn to sing intervals  
  2) be able to sing and identify intervals using solfège  
  2) sing simple melodies in a major scale using solfège syllables | REVIEW: solfège scale & Audiation game  
  MODEL / GROUP PRACTICE: Model singing intervals and ask S to repeat  
  STUDENT LEADER: Ask S to lead solfège intervallic singing and move through pitches on their own will  
  GAME “Find the Leader”: Ask one S to stand in centre, have one S in circle lead the solfège motion while class sings, S in centre has to identify student that is leading | INFORMAL: S ability to demonstrate knowledge in review  
  OBSERVATION: S leader’s ability to lead, show correct hand signs & sing accurate pitches (in game: Leader’s ability to lead) |
| 4 | Applying solfège to written notation | 1) understand standard written notational practices in music  
  2) apply solfège to music written in standard notation | LECTURE: Explain the line and space relation in standard written notation, and relate it to the hand sign placement used in solfège exercise  
  GROUP PRACTICE: Using solfège hand signs, put an emphasis on the intervallic space on motion  
  THINK / PAIR / SHARE: Hand out with simple phrases in standard notation – with cues and hints  
  Give S time to apply hand signs and figure out the solfège of phrases in pairs  
  Sing through phrases together | OBSERVATION: S ability to identify solfège syllables in written music and sight simples phrases using solfège  
  OBSERVATION / INFORMAL: Observe S in TPS activity and assess their understanding |
| 5 | Sight Reading written notation (major) | 1) sight read melodies written in standard notation (based on major scale)  
  2) break away from dependence on solfège and sight read on any given syllable | REVIEW: intervallic relation and note reading  
  EVALUATION: S sight sing simple melodies individually  
  MODEL / GROUP PRACTICE: Model singing on a syllable (ie: ah) while thinking solfège syllables – being applying solfège knowledge with less dependence  
  Practice sight singing on “ah” as a class | FORMAL: Evaluate S by giving them simple phrases to sing individually (2 bars) – able to use solfège in evaluation  
  OBSERVATION: Assess S’s ability to sing without dependence on solfège |
| 6 | 2-part harmony (major) | 1) sight sing simple phrases in 2-part harmony  
  2) break away from dependence on solfège and sight read on any given syllable in harmony | MODEL / GROUP PRACTICE: T split group in two, lead solfège hand signs with both hands – the two sides will sing in simple harmony  
  S-LED ACTIVITY: Ask two S to lead two halves of class in sight singing a simple harmonic phrase (prepared by T) | OBSERVATION: observe S leader’s ability to lead activity  
  Observe and assess S ability to sight read in 2-part harmony |
| 7 | 4-part harmony (major) | 1) sight sing simple phrases in 4-part harmony  
2) break away from dependence on solfège and sight read on any given syllable in harmony | REVIEW: 2-part harmony – Tell S similar concepts will be applied into singing 4-part harmony in this lesson  
Repeat S-LED ACTIVITY / GROUP PRACTICE exercise from last class on 4-part harmony | OBSERVATION: observe S leader’s ability to lead activity  
Observe and assess S ability to sight read in 2-part harmony |
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| 8 | Sight reading music in 4-part harmony | 1) sight read standard choral repertoire using existing knowledge in solfège  
2) develop listening skills  
3) singing dissonant and consonant tones with confidence | REVIEW: simple exercises 4-part harmony  
SINGING: Given standard repertoire, practice sight reading through music  
DISCUSSION: Identify places with dissonance / consonance, and learn to remember placement of sound | OBSERVATION: Observe and assess S ability to sight read in standard repertoire |
| 9 | Learning me, le, te (minor) | 1) identify major and minor scales in standard music notation  
2) sing major and minor scales using solfège | MODEL: new solfège syllables (me, le & te)  
LECTURE: teach S about minor scale – harmonic & melodic  
DISCUSSION: which pitches are different between harmonic / melodic minor? Between major / minor?  
GROUP PRACTICE: practice using new solfège and gaining familiarity with the tones | INFORMAL: Assess S understanding in discussion  
OBSERVATION: assess S ability to sing and perform simple phrases using solfège |
| 10 | Applying new solfège in music | 1) sight read music using the new solfège syllables learned in previous lesson | REVIEW: new solfège syllables  
GROUP PRACTICE: sight sing music using new syllables | OBSERVATION: assess S ability to sing and perform using new solfège |
| 11 | Learning remaining tones (ra, fi, si) | 1) sight read music using all notes of a chromatic scale  
2) continue develop listening skills and singing dissonant tones | MODEL: new solfège syllables (ra, fi, si)  
GROUP PRACTICE: Try to sing through chromatic scale Practice singing using new solfège syllables | OBSERVATION: Assess S understanding by observing performance |
| 12 | Sight reading Evaluation | 1) sight read within diatonic collection (possibly with occasional chromatic tones) without dependence on solfège syllables  
2) gain independence in holding individual parts | REVIEW: all chromatic syllables & hand signs  
EVALUATION: have S sight sing in harmony in groups | EVALUATION: Assess and evaluate student understanding through group 'singing test' |