EDUC 451B

UNIT PLAN

Choral 10

Big Ideas: Music is a process that relies on the interplay of the senses; Aesthetic experiences have the power to transform the way we think and feel; Growth as a musician requires perseverance, resilience, and reflection.

Theme : Diction and Articulation

- Diction, diphthongs, vowels, consonant , (a, the)
- Placement of the words in the mouth (fron, center, and back; soft palate; changes in tone/quality of voice)
- Understand which words are emphasized , natural cadence (plus in the musical setting)
- Poetry terms? (iambic pentameter? stress/release)
- Slurring vs staccato vs tenuto (articulation)
- Stylistic use of the R consonant
- [Create rap (near end) that uses all ideas from previous lessons]

Assessment strategies

- Formative Peer-assessment / self-assessment after each lesson (or during)
- Summative assessment at the end of unit

http://clermontfestivalchorale.org/wp-content/uploads/2015/04/Rules-for-Choir-Singing.pdf

Lesson #	Topic	Objective	Materials	Activities to meet objectives	Formative assessment
1	Vowels (5 open vowels : a, e, i , o, u) & diphthongs	The student will sing and analyze vowels and diphthongs with proper emphasis on the latter syllable	-sample sentences -phonetic spelling activity worksheets	-vocal warm-ups (anticipatory set) -to find the diphthong and how to pronounce and phonetically spell	-peer/self assessment -as a class, explain, demonstrate, and discuss what constitutes as beginning or developing, and what constitutes as extending.

2	Transfer of consonants (R, plosive, fricative, and slides)	The student will sing and analyze a musical phrase with proper transfer of consonants (plosive, fricative, slides) and R to the following vowel sound.	-sample sentences	-vocal warm-ups (anticipatory set) -circling the last consonant sound in all the words of a phrase and then pronouncing the whole phrase -R - stylistic differences/ placement of the Rs -bring poetry and speak with clear consonants -vowel sounds paired with different consonants	-peer/self assessment
3	Natural cadence of words in musical setting (includes poetry terms of iambic pentameter, stress and release)	The student will identify the strong and weak syllables in a musical phrase	-sample sentences/ poetry (https://poets.org/poem/sorrow-love) -repertoire quotes	-Use repertoire quotes -analyze meter of poem and ask students to try to alter the stress pattern (free form) -relate stress and release with musical meter (have an activity where students will write the rhythm of it, including the pulse, meter, syncopation?)	-peer/self assessment
4	Articulation (slurring, staccato, tenuto)	The student will perform a musical phrase with proper articulation, including slurring, staccato, tenuto notation.	-repertoire excerpts -recordings	-vocal warm-up -an activity to relate how style and mood is portrayed in lyrics, through articulations (ex. Tenuto used for heaviness)	-peer/self assessment
	Summative				-individual

	assessment				(teacher-led)assessment

-topics can be covered in 1 or more days as needed

ONE-POINT RUBRIC
FORMATIVE

Beginning	Developing	Applying	Extending
		Appropriate use of concepts	
		Demonstrates comfort/confidence/accuracy in performance a quote using the concepts	
		Demonstrates ability to apply concepts in various settings	

SUMMATIVE

Criteria	1(Beginning)	2(Developing)	3(Applying)	4(Extending)
Understanding of Concepts	Demonstrates minimal understanding of concepts learned in class -phrasing/cadence sounds awkward,	Demonstrates some understanding of meter, stress/release, dictions, and articulation.	Demonstrates appropriate use of meter, and stress/release on lyrics. Analyze lyrics and be able to determine appropriate vowels and consonants usage.	Demonstrates excellent understanding of all concepts. (able to recognize and correct use of vowels, transfer of consonants, appropriate articulation,
Performance and Application	Inconsistent vowel emphasis, needs several reminders to adjust articulation.	Relatively consistent vowel emphasis, sometimes needs reminders to adjust articulation,	Mostly consistent vowel emphasis, rarely needs verbal reminders to adjust articulation.	Consistent vowel emphasis, self-corrects articulation during performance, experiments with articulation during solos.