

Unit Plan Topic: Choral 10 - Sight Singing				Group Members:		
BC Curriculum: UNDERSTAND (Big Ideas) + DO (Core Competencies) + KNOW (Content)						
<u>Big Ideas:</u>						
→ Growth as a musician requires perseverance, resilience, and reflection						
→ Music is a process that relies on the interplay of the senses						
<u>Curricular Competencies:</u>						
→ Study and perform a variety of musical styles and genres						
→ Develop and refine technical skills and expressive qualities						
→ Analyze styles of music to inform musical decisions						
→ Use discipline-specific language to communicate ideas						
→ Demonstrate respect for self, others, and the audience						
→ Use technical knowledge and contextual observation to make musical decisions						
<u>Content:</u>						
→ Elements, principles, vocabulary, symbols, theory of music						
→ technical skills, strategies and technologies						
→ creative processes						
→ ethics of cultural appropriation and plagiarism						
Grade(s)						
Lesson	Topic (Objective)	Big Idea(s)	Core and Curricular Competencies	Materials	Strategies (Call Response, Guided Practice, media, demonstrations, etc.)	Assessment: (Formative or Summative)
1 Tray	Review simple rhythm (2/4, 3/4, 4/4 meter with eighth, quarter, half,	Music is a process that relies on the interplay of the senses	(Communication) Communicate and document -Document, share, and appreciate musical works and	“Somewhere Over the Rainbow” -music score -rhythmic patterns handout -Manuscript paper -pencils	-call and response method to review and introduce new rhythm -Guided practice: Clap and speak rhythmic patterns using beat function syllables.	Summative (student sight reads 4 bars rhythmic patterns)

	whole notes and rests, and dotted quarter and dotted half rests and notes)		experiences in a variety of contexts		-Improvise rhythmic patterns individually and as a group -Sight-read and Perform rhythmic patterns as a group	
2 Nat	Review Diatonic solfege scale syllables	Aesthetic experiences have the power to transform the way we think and feel	(Personal and Social) Connect and expand -demonstrate personal and social responsibility associated with creating, performing, and responding to music	- Solfege syllables displayed on board - Worksheets with sight singing melodies in C major using simple rhythms consisting of quarter, half, and eighth notes/rests - Score of Score of "Somewhere Over the Rainbow" per student - Rubric for sight singing	- Warm ups with major scales using solfege syllables - Call and Response solfege patterns in game format with backing track in C major - Guided Practice of sight singing with worksheets - Sectional Independent practice of "Somewhere Over the Rainbow Parts" and sight singing worksheets - Teacher checks in with each section to give formative assessment	<u>Formative</u> -Sectional groups of 4 students performing sight-singing melodies for a formative test - sectional performance in groups of 4 reading select parts of "Somewhere Over the Rainbow" score
3 Nat	Introduce chromatic solfege syllables (me, te, le) - Students recognize and are able to perform	Music is a process that relies on the interplay of the senses	(Personal and Social) Communicate and document -use discipline-specific language to communicate ideas	- Score of "A Boy and a Girl" by Eric Whitacre per student - Solfege syllables displayed on board (add chromatic notes gradually to surprise students) - Worksheets with sight singing melodies	- music theory song (lyrics set to Chestnut Roasting on an Open Fire) Introduce chromatic solfege syllables me, te, le in scales - solfege leaping warm ups (perfect unison, major 2nd, major 3rd,	<u>Formative</u> Teacher checks in and gives feedback to pairs of students working on their sight singing worksheet melodies

	these pitches while sight singing			- Rubric for sight singing	perfect 4th, perfect 5th, major 6th, major 7th, perfect octave) - Independent Practice in pairs: Sight sing through worksheet melodies with chromatic solfege syllables and simple rhythm - Have sections sight sing through sections of the score "A Boy and a Girl"	<u>Summative</u> Have quartets come in for sectional performance in groups of 4 and sight sing random chromatic melodies from a test sheet As well the groups need to sing through randomly selected sections of the score "A Boy and a Girl"
4 Tray	Advanced Rhythm (Syncopated rhythms)	Individual and collective expression is rooted in history, culture, and community	(Thinking) Explore and create -develop and refine technical skills and expressive qualities	-Chili Con Carne -music score -board with markers -audio device/speaker -staff papers -pencils	-Anticipatory Set: Call and response rhythmic patterns; review some rhythms in the previous rhythm lesson -Discussion and demonstration on syncopated rhythm -Listening activity: listen to some songs that contains syncopated rhythms; let student gets	Summative: On a written quiz, student compose a 4 bars rhythmic pattern using eighth, quarter, dotted quarter, half, whole notes or rests; syncopated

					<p>the feel of syncopated rhythm.</p> <p>-Guided practice: sight-read and clap the rhythm of a section in the song "Chili Con Carne"</p> <p>-Guided practice: As a group, student compose 2-bar rhythmic pattern using syncopated rhythm; then stomp the basic/macro beat and clap the rhythm to the whole class</p>	<p>rhythm must be included.</p>
<p>5 Han</p>	<p>Harmony (Review major, minor, chords, introduce diminished and augmented) Intonation</p>	<p>Music offers unique ways of exploring our identity and sense of belonging</p>	<p>(Communication) Communicate and document -contribute personal voice, cultural identity, and perspective in solo or ensemble musical study and performance</p>	<p>Somewhere Over the Rainbow Danny Boy</p> <ul style="list-style-type: none"> - score - review worksheet on major/minor chords - worksheet for diminished/augmented chords - template of music with just the notes for analysis - worksheet on intonation 	<ul style="list-style-type: none"> - short review on major and minor chords with media presentation - short lecture on dim/aug chords with media presentation - demonstration of chords - worksheet to assist in learning - analysis of music - short lecture and demonstration of intonation 	<p>Formative:</p> <ul style="list-style-type: none"> - basic worksheets for peer/teacher eval - quartet guided practice in intonation <p>Summative:</p> <ul style="list-style-type: none"> - analysis score sheet with chord annotation for teacher eval

<p>6 Han</p>	<p>Advanced Harmony (review of first harmony lesson, add maj/min/dom 7ths) (Intonation)</p>	<p>Aesthetic experiences have the power to transform the way we think and feel</p>	<p>(Thinking) Explore and create -explore a variety of contexts and their influences on musical works, including place and time</p>	<p>Ohtul Butterfly - scores - review worksheet on maj/min/dim/aug chords - introduction of/ worksheet on 7th chord (maj/min/dom) - template of score with notes for analysis</p>	<p>- short review on maj/min/dim/aug chords - lecture/demonstration of 7th chords (maj/min/dom) - guided practice in understanding chords and concepts - worksheet to assist in learning - analysis of music - further guided practice and discussion in intonation - written quiz for the end of harmony section.</p>	<p>Formative: - quartet guided practice in intonation, singing through Ohtul and Butterfly - learning assist worksheets for peer/teacher eval</p> <p>Summative: - review worksheet for basic harmony - analysis score sheet with chord annotation for teacher eval</p>
<p>7 Han</p>	<p>Advanced Harmony cont'd (review maj/min/dom 7ths, add dim/aug 7ths) Introduce concept of diatonic</p>	<p>Aesthetic experiences have the power to transform the way we think and feel</p>	<p>(Thinking) Explore and create -explore a variety of contexts and their influences on musical works, including place and time</p>	<p>Sleep - scores - review worksheet on maj/min/dim/aug chords, maj/min/dom 7th chords - introduction of/ worksheet on dim/aug 7th chords - template of score with notes for analysis</p>	<p>- short review on maj/min/dim/aug chords - lecture/demonstration of 7th chords (maj/min/dom/dim/aug) - guided practice in understanding chords and concepts - worksheet to assist in learning - analysis of music</p>	<p>Formative: - quartet guided practice in intonation, singing through Sleep - learning assist worksheets for peer/teacher eval</p>

	<p>non-chord tones</p> <p>(Continue intonation)</p>			<ul style="list-style-type: none"> - written quiz assessing harmony portion 	<ul style="list-style-type: none"> - further guided practice and discussion in intonation - written quiz for the end of harmony section. 	<p>Summative:</p> <ul style="list-style-type: none"> - review worksheet for basic harmony - review worksheet for adv. harmony (maj/min/dom 7ths) - analysis score sheet with chord annotation for teacher eval - written quiz for the end of harmony section
8	<p>Performance (Assessment) Day in small quartets (SATB)</p>	<p>Growth as a musician requires perseverance, resilience, and reflection</p>	<p>(Communication) Connect and expand</p> <ul style="list-style-type: none"> -make connections with others on a local, regional, and global scale through music 	<p>Selections from 2 pieces selected by students</p> <ul style="list-style-type: none"> - Chili Con Carne - Ohtul - Butterfly - Sleep 	<ul style="list-style-type: none"> -Quick vocal warmups -Sing through all the songs in the selections as a whole class. - Rest of the class is testing time (groups are randomly selected for the order) 	<p>Summative</p> <ul style="list-style-type: none"> -students are formed into groups of 4 (as a SATB quartet); choose two song from selections; and teacher will pick random section from the pieces. Teacher assess each group privately, and give individual

						grades for intonation and accuracy of rhythm and notes. (P/F)
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Rubric

	1	2	3	4	5	Student Mark
Rhythm	Most notes are sung with incorrect rhythm with inconsistent tempo, more than 10 errors	Many notes are sung with incorrect rhythm with inconsistent tempo, no more than 10 errors	Notes are relatively sung with correct rhythm at a fairly consistent tempo, no more than 5 errors	Most notes are sung with correct rhythm at a consistent tempo, no more than 3 errors	All notes are sung with correct rhythm at a consistent tempo	
Note Accuracy	Most pitches are sung incorrectly, more than 10 errors	Many pitches are sung incorrectly, no more than 10 errors	Pitches are relatively sung correctly, no more than 5 errors	Pitches are sung mostly correctly, no more than 3 errors	All pitches are sung correctly	
Intonation	Most notes are out of tune, more than 10 errors	Many notes are sung out in tune, no more than 10 errors	Notes are mostly sung in tune, no more than 5 errors	Notes are mostly sung in tune, no more than 3 errors	Notes are tuned properly despite changing chords	

Diction*	Most words are unclear, more than 10 errors	Many words are unclear, no more than 10 errors	Words are relatively clear, no more than 8 errors	Most words are heard clearly, no more than 5 errors	All words are heard clearly	
Tone*	Tone is not consistent, constantly shifting in phrases and notes	Tone is not very consistent, many shifts in the middle of phrases	Tone is relatively consistent, sometimes shifts in the middle of phrases	Tone is mostly consistent, occasionally shifts at the beginning/ends of phrasing	Tone is consistent throughout the piece	

*covered in concurrent units