

Graphic Organizer of a Unit Plan

Note: An overview of a unit plan to provide a "unit at a glance." Individual lesson plans are to be completed to provide further details.

Name:
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Unit Topic: Beginner Sight-Singing

P.L.O.s:

- demonstrate an ability to internalize rhythmic patterns in simple and compound metres
- sight-read rhythmic patterns from appropriate repertoire
- apply skills in ear training and aural dictation to notate rhythmic patterns in simple and compound metres
- perform appropriate scales, intervals, and arpeggios
- sight-sing melodies
- apply skills in ear training and aural dictation to notate melodies

Lesson #	Lesson Topic	Objectives	Materials	Activities to Meet Objectives	Assessment
1	Triads and Quarter Notes	1. The student will sight sing Do, Mi, and So 2. The student will perform rhythms with quarter notes and rests 3. The student will read quarter note rhythms and rests	White board and markers; musical examples of linear melodies containing Do, Mi, and So in quarter note rhythms and rests; instructions for call and response game	-DEMO: triad -Call and response -Circle games: RANDOM TEACHER TRIADS: teacher begins demo'ing random order of established triad, MODIFY PITCHES: then students go around the circle modifying order of pitches (triad telephone)	INFORMAL: Observe student's ability to participate in games and exercises.

2	Triad and Quarter/Half Notes, Rests	1. The student will sight sing Do, Mi, So 2. The student will perform rhythms with quarter and half notes and rests 3. The student will read quarter note and half note rhythms and rests	White board and markers; musical examples of linear melodies containing Do, Mi, and So in quarter and half note rhythms and rests; instructions for call and response game	-Rhythms: rhythmic variation on single pitch (i.e. q q h, q h q all on Do, then all on Mi, etc; -Change rhythms then repeat triad); -Change pitch and rhythm including half note/rest duration; -CALL/RESPONSE PARTNER GROUPS: Pair share: partner call and response -- pick favorite and show to class, or make up a new one!	FORMAL: In groups of 5, students will create a short melody including Do, Mi and So.
3	Do-So Quarter/Half Notes, Rests	1. The student will sight sing Do-So 2. The student will perform rhythms with quarter and half notes and rests 3. The student will read quarter note and half note rhythms and rests	White board and markers; musical examples of linear melodies containing Do-So in quarter note and half note rhythms and rests; instructions for call and response game, circle game	-DEMO: Demonstration of Do-So (quarter notes, for consistency while learning new pitches); -B-I-N-G-O AUDIATION EXERCISES: hearing the scale so far, slowly removing pitches (a la B-I-N-G-O song)	INFORMAL: Observing student's ability to participate in games and exercises.

4	Do-Do Quarter/Half Notes, Rests	<p>1. The student will sight sing linear melodies from Do to Do an octave above</p> <p>2. The student will read rhythms with quarter and half notes and rests</p>	White board and markers; musical examples of linear melodies containing Do-Do in quarter note rhythms and rests; instructions for partner response teams	<p>-DEMO: Do-Do</p> <p>-THINK/PAIR/SHARE: Partner call and response between students, changing pitches and rhythm (can even just be stepwise, partial segments of the scale)</p> <p>-B-I-N-G-O</p>	INFORMAL: Observe partnered call and response between students
5	Review	1.The student will be able to combine sight singing linear melodies from Do-Do with quarter notes and half notes and rests	White board and markers; Sight-singing quiz	<p>-THINK/PAIR/SHARE: partner call and response</p> <p>-B-I-N-G-O</p> <p>-Sing scale, show next hand sign</p>	FORMAL: Short 4 bar sight-singing quiz containing linear melodies between Do's.
6	Intervallic jumps (DO-SO-DO, DO-FA, DO-LA)	<p>1. The student will sight sing melodies including Do-So-Do, Do-Fa, and Do-La</p> <p>2. The student will be able to sing independent intervals starting on Do</p>	White board and markers; musical examples of leaping melodies containing Do-Do in quarter note and half note rhythms and rests	<p>-Review scale</p> <p>-B-I-N-G-O: leave out multiple steps to create intervals</p>	INFORMAL: Observe students practice with singing individual intervals

7	Linear and Intervallic Melodies; Melodies in Harmony	1.The student will sight sing melodies including stepwise and intervallic jumps	White board and markers; musical examples of linear and leaping melodies containing Do-Do in quarter note rhythms and rests; musical examples in harmony	-ROTE LEARNING: teacher splits class in half and signs two notes at a time; students sing the notes for their group, creating the corresponding harmony -- some intervals include going from own note to the note the other half is singing, and vice versa	FORMAL: Interval Quiz: Students will be required to sing 3 different intervals starting on Do.
8	Eighth Notes, Rests; Melodies in Harmony	1. The student will sight sing melodies with rhythms including eighth notes and rests 2. The student will read quarter note, half note and eighth note rhythms and rests	White board and markers; musical examples of linear and leaping melodies containing Do-Do in quarter note, half note and eighth note rhythms and rests; musical examples in harmony	-CALL/RESPONSE: Teacher-led call and response, up to 2 parts -THINK/PAIR/SHARE: Partner call and response with eighth, quarter, and half notes and rests	INFORMAL: Observe students participating in games and exercises to ensure they understand the concept. Assist, guide as needed.

9	Putting it all together	<p>1. The student will sight sing a melody including stepwise and intervallic jumps</p> <p>2. The student will use eighth, quarter and half notes when sight singing</p>	<p>White board and markers;</p> <p>musical examples of linear and leaping melodies containing Do-Do in quarter note, half note and eighth note rhythms and rests;</p> <p>musical examples in harmony;</p> <p>Assessment materials, rubric for sight-singing</p>	<p>-Review scale;</p> <p>-THINK/PAIR/SHARE</p> <p>- B-I-N-G-O</p> <p>-INTERVAL RACES</p> <p>-ROTE LEARNING</p> <p>-SING ONE, SHOW NEXT</p> <p>-Solfege own music, class music, whatever music, rest of class guesses</p>	<p>FORMAL: Students will sight sing a new 8 bar melody including all diatonic notes Do-Do using rhythms including eighth, quarter, and half notes and rests</p>
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