

Beginning Chorus Sample Lesson Plan

Name: Dr. Jamila L. McWhirter Subject: Beginning Chorus

Date: 8/21/06 Grade Level: 9 -10

National Music Standards:

1. Singing alone and with others, a varied repertoire of music.
6. Listening to, analyzing, and describing music.

Tennessee State Music Standards:

1.1 Demonstrate expression and technical accuracy in a large and varied repertoire of vocal literature with a level of difficulty of 6 on a scale of 1 to 6, including some songs performed from memory.

1.2 Demonstrate the fundamentals of correct vocal production.

6.2 Analyze and describe uses of the elements of music in a recorded work that make it unique, interesting and expressive.

6.3 Compare and contrast ways in which musical materials are used in works of the same genre or style.

Lesson Objectives:

1. The students will be able to describe the tone quality of voices heard in the recording of "I Am The Rose of Sharon" by William Billings as sung by The Greg Smith Singers.
2. The students will be able to discuss aspects of tone production and the use of tone in relation to cultural/historical content.
3. The students will discuss the appropriate tone color for the current octavo being studied in class – "David's Lamentation" by William Billings.
4. The students will sing the octavo "David's Lamentation" by William Billings and compare this selection to "I Am The Rose of Sharon".
5. The students will begin to apply and demonstrate the correct tone production for "David's Lamentation" throughout the class session.

Materials & Equipment:

- *The Continental Harmony: Music of William Billings* performed by The Greg Smith Singers – Greg Smith, conductor

- “David’s Lamentation” by William Billings – Octavos
- CD Player

Prior Knowledge/Experience:

- Students have sung “David’s Lamentation” with correct pitches and rhythm
- Students have a general understanding of timbre (tone quality)

Procedures:

1. Ask students to listen to the recording of “I Am The Rose of Sharon” as sung by The Greg Smith Singers.
2. Ask students to describe the voices/choral sound they hear on the recording (rich, pure, dark, heavy, full, resonant, etc.)
3. Ask students to list these characteristics as adjectives
4. Focus the discussion on aspects of tone production (tone in a cultural/historical context, use of or absence of vibrato, etc.)
5. Discuss the appropriate tone color for the current in class composition by the same composer - “David’s Lamentation”
6. Sing “David’s Lamentation” asking students to incorporating the appropriate tone color just discussed
7. Continue to rehearse “David’s Lamentation” - refining and correcting tonal problems as they are demonstrated

Indicators of Success:

- Verbal discussion of recorded example will be evaluated to ensure that students are participating in focused listening
- Aural & visual examination by teacher regarding accuracy of supported, proper, healthy tone production when singing “David’s Lamentation”

Follow-Up:

- Review the physical aspects of correct, healthy tonal production
- Explain to students that tomorrow’s lesson will include examining the compositional devices used by Billings in “David’s Lamentation” and how that affects the expressive understanding of the composition

Adaptations for Special Learners:

- Allow hearing impaired students to move closer to the speakers for the playing of the CD and have a full view of the teacher’s face during discussion
- Allow a student with ADHD to write the adjectives on the board as students discuss them following the playing of the recording