

Lesson Plan “Peace, Salaam, Shalom”

Choral Lab Lesson Plan Template

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Boston University, CFA ME 441/641 (Bylica/Debrot)

Lesson Title/Name of Song: “Peace, Salaam, Shalom”

By Pat Humphries and Sandy Opatow

Lesson Objectives/Instructional Outcomes.

Outline the concepts, knowledge, skills or applications that students will be able to demonstrate upon completion of this lesson. Objectives may be stated in the form of a critical question students should be able to answer. Action oriented and measurable.

SWBAT demonstrate understanding of the form for the Round and Obligato I (vs. 1 & 2) by correctly singing assigned parts with entrances and changes in the verses occurring at the correct time.

SWBAT sing with culturally appropriate tone quality for “Peace, Salaam, Shalom” by echoing the singing style of the culture bearer (linguistic and emotional).

Relationship to Overarching Learning Goals

How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?

Students will build upon experiences with syncopation, and rounds to maintain part independence.

In the next lesson, we will add on Obligato II and build our understanding of the whole form of the song.

Instructional Materials/Resources:

List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.

Scores for each of the students (so I guess screenshare, or post instructions for how to access yourself on Blackboard)

Pronunciation guide for languages

Methods and Instructional Strategies

Demonstrating SMK's and PST's: Content and pedagogical knowledge.

Subject Matter Knowledge

- Knowledge of the melody
- Knowledge of the languages
- Knowledge of the form (round and obligato parts)
- Singing with warmth and emotional expression

Pedagogical Strategies and Teaching

- Using solfege to match pitches and rhythmic inflection of text/melody
- Pronunciation Guide
- Giving Clear Cues and Signals (singing in round and adding formal parts)
- Singing with freedom and emotional warmth (physical and emotional)

Anticipated Student Misconceptions:

In listening to the recording for the first time, students will get lost in the form. It will be hard to understand (even with the instructions) when certain parts enter the music, and when subsequent ones change or stop.

Concept Prerequisites (previous knowledge required):

List all materials and resources required by the teacher and/or students. Include preparation and special instructions that should be in place at the start of the lesson.

Scores for each of the students (so I guess screenshare, or post instructions for how to access yourself on Blackboard)

Pronunciation guide for languages

Students should have both the score visible on their computer screens and the Zoom call (try making two windows on the screen and include screenshots or demonstrations of how to do this)

Introduction/Doorway in:

How will you draw the students in?

Look at the score and ask - how many different languages do you see? Listen to recording and think about how that influences the singing style and emotional meaning of the song.

Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

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|--|---|
| 1. Deep Breathing and Focus | Recenter on the Moment and Music We Will Make |
| 2. Listen to Recording for Performance Style | Introduce Students to Feeling of Music |
| a. Linguistic Pronunciation | |
| b. Emotional Content and Meaning | |
| 3. Singing the Round Melody | Practicing music literacy |
| a. On neutral syllable | Understanding shape of the melody |
| b. Add the words and shape meaning | Singing with meaning of the words |
| 4. Singing the Ostinato Melody (just v.1 & 2) | Practicing music literacy |
| a. On neutral syllable | Understanding shape of the melody |
| b. Add the words and shape meaning | Singing with meaning of the words |
| 5. Assessment - students will sing the melody from m. 25-33 without rhythmic mistakes. | |

Culminating Activity:

How will the students demonstrate their learning?

Observation Students will start their entrances and sing at the right moments.

Observation and/or Performance Students will sing with sincerity and emotion.

Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

Include clear visuals to support student learning (access instructions and cues).

Modeling for pronunciation and sharing emotionality.

Assessment (Formative and Summative):

Indicate the type of assessment most appropriate. For example, sample questions, tests, rubrics or other.

Formative:

Student response: What are some emotions which fit appropriately with the expression of the meaning of this text?

Thumbs up/down for internalizing part security of round and ostinato for each step of lesson (being able to sing confidently)

Summative:

Students will perform the round and ostinato melodies (v. 1 & 2) with harmonic and rhythmic accuracy.

Framework Alignment:

Indicate the MA Arts Standards covered in this lesson. Creating, performing, Responding and Connecting.

Creating #1: Generate and conceptualize artistic ideas and work. (ASE.M.Cr.01).

Performing #6: Convey meaning through the presentation of artistic work. (ASE.M.P.06).

Responding #8: Interpret intent and meaning in artistic work. (ASE.M.R.08).

Connecting #10: Synthesize and relate knowledge and personal experiences to make art. (ASE.M.Co.10).