

## Lesson Plan Template

<b>Choral Lab Lesson Plan Template</b>	
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<b>Lesson Title/Name of Song: Artistic Communication with Give Us Hope</b>
<b>Lesson Objectives/Instructional Outcomes.</b> 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.  Students will critically interpret the lyrics through musical and dramatic performance, both from individual perspectives and in the context of ensemble harmony and music making.  How can we use the intention and meaning of "Give Us Hope" to reach out and communicate with one another, and with our audience?
<b>Relationship to Overarching Learning Goals</b> How does this lesson support enduring understandings and build upon previous knowledge? How does this lesson support the next lesson in the instructional sequence?  This lesson will affirm standards of professional practice that students have studied in Choral Lab and EGM, and the experience will allow students to find techniques that are most comfortable for their voices.
<b>Instructional Materials/Resources:</b> 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.  Piano Speaker (to play audio backing track) Physical space should be allowed for students to stretch and move around in individual spaces. Highlighters Small Notepads or Sticky Notes Examples for Task (Live Performance or Pre-Recorded Video) Student Instruments to Play (keyboards, hand percussion, other)
<b>Methods and Instructional Strategies</b> Demonstrating SMK's and PST's: Content and pedagogical knowledge.
<b>Anticipated Student Misconceptions:</b> Students might feel uncomfortable making a deep interpretation of the lyrical meaning of the music. Students might feel unsure of how to use body language or body percussion to express an emotional point. Students might have difficulty singing and finding a rhythmic cadence which fits the music. Students might mix up the lyrics of the song (especially with its repetitive melodic structure). Students might not fully engage the diaphragm in use for breath support. Students might force their sound upwards with their throat instead of finding resonance in the sinus cavity from the head voice. Miscommunication (not understanding a conducting cue or an entrance for harmonic/canonical exercises)

### Concept Prerequisites (previous knowledge required):

Elementary reading comprehension

Physical mirroring (following visual cues/directions)

Matching pitch with the voice, developed vocal range (difference between higher or lower notes)

Mindfulness Practices (yoga, deep breathing)

### Introduction/Doorway in:

How will you draw the students in?

How can we use the meaning of the lyrics for “Give Us Hope” to communicate important ideas?

### Instructional Activities:

Includes questioning techniques, grouping strategies, pedagogical approaches.

1. Using Scores: Sing from Beginning to Rehearsal B (2 minutes)
  - a. Give feedback, clarify musical misunderstandings if necessary.
  - b. Delineate/mark in the score, 2 different sections:
    - i. Beginning = Verse 1
    - ii. Letter A = Chorus
  - c. Question the Class: Which section is bigger/smaller? Which section is leading somewhere and where is it going? What is the intention of each part of the music?
  - d. Go Smaller: Concentrate on one line that you think is important or that you like, from the verse or Chorus. Highlight/circle it in the text, and show examples to the class.
2. Performance Examples (Dramatic Communication) (2 minutes)
  - a. Question the class, “What is my intention as I sing and express this lyric?”
  - b. Perform 2 different examples and experience student feedback. Show big and small examples.
  - c. Incorporate body percussion into one example, dance into another.
3. Student Work Time: How would you uniquely express your message from “Give Us Hope?” Which lyric is the most important to you? (5 minutes)
  - a. Encourage students to choose their own groups, work on their own, or choose modes of expression that most matter to them.
  - b. Play background music to give students time and space to rehearse and try out ideas.
  - c. Groups should be able to perform their ideas together.
4. Sharing Student Expression: Melodic Expression and Harmonic Vamp (5 minutes)
  - a. Create a circle and divide students into 2 groups
  - b. Teach harmonic vamp on solfege and then convert to “Oh...”
  - c. Build experiences of being “listened to.” Agree upon norms for sharing and appreciating each other.
    - i. Students sing “Oh...” vamp and students come to the middle if willing to share their groups’ or individual performances.
      1. Getting used to layering parts and experiencing more than one part at the same time.
5. Collective Performance: Perform from beginning to Letter B again.

- a. **Student Self-Assessment:** How might it feel different now that we have explored our expression together? Does it feel different after listening to each other? Does it feel the same?

**Culminating Activity:**

How will the students demonstrate their learning?

Students will express musical interpretations which acknowledge the emotional and literal meaning of the text in small groups or in an ensemble music making setting.

**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.

Proximity and vocal demonstration

Gestural movement (conducting, individualized support)

Body awareness and mindfulness

Modeling

Tactile resources (musical instruments, body percussion examples)

**Assessment (Formative and Summative):**

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

Observation of demonstrated tasks.

Student self-assessment (self-reflection)

**Framework Alignment:**

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

5. Develop and refine artistic techniques and work for presentation.

6. Perform musical repertoire with meaning.

10. Synthesize and relate knowledge and personal experiences to make art.