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District: LAUSD
School: UCLA
Subject: Intermediate Chorus
Grade Level: 7-8
Date of Lesson Taught: 1/29/15
Lesson Plan No.: 1

National Standards for Music Education:

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

California Visual and Performing Arts Content Standards

- 1.0 ARTISTIC PERCEPTION - Processing, Analyzing, and Responding to Sensory Information through the Language and Skills Unique to Music
- 2.0 CREATIVE EXPRESSION - Creating, Performing, and Participating in Music

Materials

1. sheet music of "Fire, Fire" by Thomas Morley, arr. Russell Robinson (10 copies)
2. picture that clearly portrays the Renaissance era
3. piano

Objective

1. To sing "fire" and "heart" with proper diction, focusing on the resonance of the vowels and the clarity of the consonants.
2. To become aware of the presence of a tenuto and to sing notes according to the marked notation.

Procedure

1. Introducing the Renaissance
 - a. Ask the students what they know about the Renaissance
 - b. Provide the picture of the Renaissance era and have students describe what they see, the moods that exist within the picture
 - c. Tell them to keep those moods in mind as we prepare to sing
2. Warming up the voice
 - a. Ragdoll stretch to relax the body
 - i. "Okay, class, I want everyone to pretend that they are a rag doll and just bend forward, hanging loosely.

Now, as I count to eight, I want you all to slowly rise back to an upright position, but keep having that relaxed feeling of a rag doll.

Imagine that there's imply a string on your head that is being pulled back.

Now, drop your head and lift it slowly, making sure you do not force the chin in or up. And now, keeping this relaxed and straight singing posture, shake the arms out! Great work, now you're ready to sing beautifully."

b. Work on resonance of the vowels



- i. "As you sing, work on keeping the vowels the resonant part. Keep the consonants short!"
- ii. Work through the exercise, increasing pitch in increments of half-steps

3. Working on diction

- a. What is a triphthong?
 - i. Demonstrate the triphthong within the word "fire"
- b. Sing through first page, focusing on resonating the "ah" part of "fire"
- c. Ask if there are any other words that would need some careful diction
 - i. Talk about ending together on the "t" of "heart" and resonating the vowel sound

4. Working on tenuto

- a. Is there anything specific marked for articulation in the parts?
 - i. Ask for a definition of tenuto.
 - ii. Have everyone sing the Soprano I line of the second page, and show the stress through conducting.

5. Sing through the entire piece!

Evaluation

1. Students showed a good understanding of the triphthong, and placed emphasis onto the correct vowel sound when singing.
2. Students identified the tenutos, but they was not executed very well and were barely noticeable.
3. Students did not receive the chance to run through the piece, and only ended up singing through the first section very under tempo.

Extension

1. Provide students with warm-ups that help them work on the usage of tenutos, both at the beginning and in the middle of phrases.

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2. Have students sing through the piece at a closer to actual tempo to allow them have a better feel of the music.