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District: LAUSD
School: UCLA
Subject: Intermediate Chorus
Grade Level: 7-8
Date of Lesson Taught: 2/17/15
Lesson Plan No.: 2

National Standards for Music Education

1. Singing, alone and with others, a varied repertoire of music
5. Reading and notating 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 "Siyahamba" South African Folk Song, arr. Donald Moore, 10 copies
2. piano

Objective

1. Students will become familiar with the syncopated rhythms within the song and where to place emphases.
2. Students will be wary of the different performance instructions indicated by the arranger (dynamics, accents) and will execute them as they sing the song.
3. Students will incorporate body movement into the song to match the syncopated rhythms.

Procedure

1. Warm-ups
 - a. Stretch
 - b. Lip roll on "good morning" song
 - c. Descending from sol to do using "ma, me, mi, mo, mu."
 - d. Rhythm exercise similar to "Siyahamba" syncopated rhythm
 - i. Clap the strong beat as you sing through the tie.
2. Introduction
 - a. What is a folk song? What images pop up in your head?
3. Run through and review
 - a. Run through the song
 - b. Anticipated issue: unclear syncopations
 - i. Isolate the measure and have them clap the regular beat as they sing the rhythm
 - c. Anticipated issue: unclear ending of words

- i. Isolate particular phrase and demonstrate it to them, then have them repeat after.
 - d. Anticipated issue: ignoring the dynamics and articulations
 - i. Point out dynamic change.
 - ii. Point out the accents on the syncopated beats.
 - iii. Have students do certain sections; listen carefully and repeat sections if students are not changing anything.
- 4. Movement
 - a. Demonstrate the step left, step right movement for the students, and have them continue moving as they sing the song.

Evaluation

1. Students grasped the syncopated concept well during the warm-up, but some students began to wait a bit too long to sing the sixteenth note during the actual song. Make sure students still have a subdivided beat in their head as they sing so as not to stretch the beat out too long.
2. Students missed a few of the repeats and endings. Next time, remind students of these performance cues before starting, and also give an efficient and audible reminder right before it.
3. Students did well with the side stepping, but it quickly started to look like a mundane activity. Remind students about the meaning of the words and ask if the way they are stepping matches the intent of the lyrics.

Extension

1. Bring in a drum and/or other instruments and either play them yourself or have students play them to develop the mood of a more traditional song. Introduce these types of instruments if they are foreign to the students. Use a steady beat in the instruments to work on the offset syncopated patterns in the song.
2. Help the students incorporate more images into their minds—like the plains of Africa or the bright sun overhead—when going through the piece, and encourage them to be expressive with their faces as they sing.
3. Have a short discussion of the structure of the song, and why the arranger would choose to do certain repeats or sections, especially in the ending section.