

## EDTPA HIGH SCHOOL CHORAL LESSON PLAN

Teacher: Kenneth Kamping

Lesson Title: Diction for a High School setting

Music Learning Discipline (Instrumental, Choral, General): Choral

Grade(s): 9-12

Central Focus: Students will be taught how to properly pronounce certain words in a chant and project their voice as if they were in a chorus. This chant will be used for their high school marching band show.

Essential Literacy Strategy: Students develop their music literacy through learning new concepts from other mediums of creating music such as singing. For those that aren't in chorus, learning about diction and how correct diction helps to project words is important to be able to effectively perform the chant in their marching band show.

Requisite Skills: Student understanding is varied throughout the class, as some of them have an extensive choral background while others have little to no choral background.

Reading and Writing Connections: Students need to understand musical vocabulary in order to engage in conversations with the teacher about the task that is presented to them. The students will be reading the lyrics from the chant that are presented to them through musical notation, and will be writing down any helpful hints regarding how to pronounce certain words.

Content/Common Core Standard(s):

ELA 2: Integration of Knowledge and Ideas: 7. Interpret information presented visually, orally, or quantitatively and explain how the information contributes to an understanding of the text in which it appears.

ELA 3: Staircase of Complexity: 1. Each grade level requires a "step" of growth.

New York Learning Standards for the Arts:

MU:Pr5.1.E.HSIIa

Artistic Process: Performing

Anchor Standard: 5 – Develop and refine artistic techniques and work for presentation

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Performance Indicator: Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music

MU:Cn10.1.E.HSIIa

Artistic Process: Connecting

Anchor Standard: 10 – Relate and synthesize knowledge and personal experiences to inspire and inform artistic work

Enduring Understanding: The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary understanding, and life experiences to inform their creative expressions.

Performance Indicator: Identify and implement ways to use music to serve others, and describe the effect of the experience.

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to perform the chant melody from their marching band show with correct diction and aural projection with 90% accuracy.

Process Skill and Concept Objectives: Students demonstrate their understanding of diction and their aural shape by performing correct consonant and vowel sounds as demonstrated by the teacher.

Student Friendly Daily Learning Target (I can... or pose as a question): I will be able to perform the chant melody from my marching band show using the correct diction as explained by my teacher.

Music Education Approach (Gordon, Kodaly, Orff, Dalcroze):

This lesson incorporates the aspects of Gordon's Music Learning Theory.

Academic Language:

Vocabulary: Diction, aural shape, chanting

Language Function:

Perform: Students perform the chant melody as demonstrated by the teacher.

Respond: Students respond by following along with the teacher through the different exercises.

Analyze: Students analyze the relationship between how they are used to pronouncing certain words to how they must now pronounce them in order to properly project their voice.

Evaluate: Students peer evaluate each other's diction.

Additional Language Demand:

Syntax: Students read the lyrics presented to them through musical notation.

Discourse: Students follow along with the teacher while going through multiple diction exercises without notation in order to properly open up their aural cavity.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment:

Informal – The teacher will be going around the room and informally assessing students to see who might need help with creating the proper diction needed.

What is being assessed: An understanding of how to properly pronounce the words found in the chant.

Assessment accommodations: Differentiated instruction will be given to those that need it, as described in their IEP or 504 Plan.

Feedback:

Type of feedback that will be given to students: The teacher will provide feedback to the students such as reminding them to keep their aural cavity open, and to exaggerate certain consonant sounds in order to make sure they project. The teacher will encourage those that are struggling and will reassure them that singing correctly feels strange.

What students will do with the feedback: Students will use feedback to improve their singing and how they are pronouncing certain words.

Instructional Resources and Materials:

Piano

Music Stand

Whiteboard

Music from Part 1 of the marching band show entitled The Walkabout

Connection to Prior Academic Learning and Requisite Skills:

Student understanding is varied throughout the class, as some have a choral background while others do not. All students understand how to read musical notation and are aware of how the pitches of the melody sound.

Connections to Cultural/Personal/Community Assets:

The Marching Band is an incredibly important part of the community, and by learning these concepts about diction the students are better able to perform their show at competitions and halftime shows to their best ability, further strengthening the connection between the band and the community.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: All students want to perform their marching band show to the best of their ability, otherwise they will feel they are letting their bandmates down. Learning how to correctly pronounce and project the words in the chant melody at the beginning of their show will lead to better performances.

Sound Before Sight Procedure:

Time	Teacher Action	Student Action
3 Minutes	The teacher will welcome the students into the classroom with a smile and will encourage them all to take a seat. Once the entire class has arrived, the teacher will instruct the students that in order to properly sing, you need to be loose and free of tension. The teacher informs the students that they will first do a body warm-up to stretch and relax their muscles before singing. The teacher begins playing tribal drumming music through the speakers, asks the students to stand up, and then proceeds to lead them through various body warm-up exercises.	The students will find a seat, and will follow the prompts given to them by the teacher and participate in the body warm-up exercises to the best of their ability.
7 Minutes	The teacher will then begin leading the class through various vocal warm-ups (such as a siren exercise, an “ah” exercise, and an “I know” exercise) in order to help them experience the correct aural shape. The teacher will have students put their hands on their jaw in order to physically feel their jaw drop lower when trying to sing correctly. The teacher will demonstrate incorrect diction as well as correct diction in order for students to hear the difference. The teacher will constantly reinforce that they must keep an open aural cavity and that if they feel a little strange its ok.	The students will perform the exercises to the best of their ability and will listen to and apply any feedback given to them by the teacher.
5 Minutes	The teacher will then instruct the students to take out the music in which they chant. The teacher will lead them through singing the entire phrase. Once this is done, the teacher will inform the students that in singing, vowels must be elongated in order to fit to the music. The teacher then points out an example from the music stating how the “i” in the word “begins” will need to be stretched out in order to sing the word for its full	The students will follow the prompts given to them by the teacher and will perform the chant to their best ability.

	length. The teacher will then lead the class through singing that word in order to give the class a chance to practice that. The teacher will keep reminding students about correct posture as well as thinking about almost having a British accent to generate the correct pronunciation.	
5 Minutes	The teacher will then begin to define certain phrase shaping and define exactly where certain consonant sounds will happen. The teacher will use their best judgement as to what parts need the most work. One spot in particular that the teacher will be aware of beforehand is that during the word “into” the class will need to sustain that word for its entirety and push through the phrase. The teacher will instruct the students to sing through the phrase through the word “into” and will show that motion using their arms/hands to help students push their energy through the phrase. Once this is done, the teacher will then define where the end of that phrase will happen. Ending on an “s” syllable, the teacher will inform the students to make a short percussive “s” sound on the downbeat of the release of the word “us”. This will make the release sound more together, as well as exaggerating the “s” sound to ensure that it will be heard. The teacher will run through those words and sections with the students multiple times if needed, reminding students about proper posture and aural shape to create the correct diction.	The students will follow the prompts given to them by the teacher and will perform the chant to their best ability.
5 Minutes	The teacher will then lead the class through singing the ending of the chant melody. The teacher will then describe to the students that the end of each note must be clearly pronounced and exaggerated otherwise the audience will not hear the words correctly. Specifically, the teacher will talk about the “k” consonant in “walk” and the “t” consonant in “bout”. The teacher will explain to the students that without a clear “k” and “t” consonant, the audience will only hear vowel sounds and no actual words. The teacher will then lead the class through singing this part of the melody again. Once they sing it a few times and get the idea, the teacher will then have them hold their hand in front of their mouth and pronounce the “k” and “t” consonants. The teacher will explain to the students that if done with the correct force, a burst of air will be felt on the hand. The teacher will then lead them through singing the melody again with this idea of exaggerating the “k” and “t” consonants, also	The students will follow the prompts given to them by the teacher and will perform the chant to their best ability by exaggerating the different consonant sounds.

	reminding the students about proper posture and aural shape.	
10 Minutes	The teacher will then go back to the beginning of the melody and work through it with the class again, in an effort to solidify the work that they have just done. The teacher will ensure that everyone is breathing together and placing the consonants on the correct beat together. By working through the melody a second time, the lessons the class learned earlier are reinforced, while also taking the level of musical excellence to the next level by being more picky the second time.	The students will follow the prompts given to them by the teacher and will perform the chant to their best ability by incorporating everything they have learned.

Closure:

The lesson ends with the teacher telling the students that if they have any questions, they should feel free to ask, and wishes them all the best of luck during their marching band season.

Student Reflection Exercise:

Students will be informed that the teacher will be staying after school for extra help in case anyone wants more help with singing the melody.

Learning Adaptations/Differentiation Strategies Based on IEP or 504 Plans:

Learning Disabilities (processing) and Communication Disorders: Teacher repeats instructions as needed and will phrase them in simpler terms if needed. Peer collaboration along with the use of technology provide multimodal learning. Pacing is adjusted to fit the student’s needs.

Visual and Hearing Impairments: Teacher will write certain words in big letters on the board and show the students which consonants to exaggerate. Hand gestures and signs assist the learning process for those with hearing impairments.

Students with Physical Impairments: The room will be wheelchair accessible for those that need it

Behavioral Issues: The teacher will encourage an atmosphere of joy in learning for the students. They will calmly deal with students who misbehave. Classroom management rules will be in place and will be posted around the room. Students that break the rules will be dealt with based on school rules and guidelines that are already in place.

\*Changes can be made to accommodate specific IEP or 504 plans\*

Technology Integration to Support Learning:

The teacher will utilize the Smartboard to play the tribal drumming music at the beginning of the lesson.

Class Assessment Rubric: Diction for a High School setting

Classroom Teacher: \_\_\_\_\_

Grade: \_\_\_\_\_

	Outstanding - 4	Excellent - 3	Developing - 2	Needs Assistance - 1
Behavior	All students responded well and there were no behavioral issues.	Most of the students responded well and there were few behavioral issues.	Most of the students responded well, but there were some behavioral issues.	Some of the class responded well, but there were many behavioral issues throughout the lesson
Understanding of New Concepts	All students understood the concept of diction and there were no issues while trying to perform the chant.	All students understood the concept of diction, but there were a few issues while trying to perform the chant.	Most students understood the concept of diction, but there were some issues while trying to perform the chant.	Some of the students understood the concept of diction, but there were many issues while trying to perform the chant.