

EDTPA ELEMENTARY CHOIR LESSON PLAN

Teacher: Kenneth Kamping

Lesson Title: Learning and developing skills to sing in a round.

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

Grade(s): 3-5

Central Focus: Students will learn to sing 2-part harmonies as a group and understand whether they have the higher or lower note during harmonies. This will be done by singing in a round using the piece Himmel und Erde by Kristine Johaneck.

Essential Literacy Strategy: Students develop music literacy through a research-based pedagogical process that involves audiating pitches that are both sung and read in a music setting.

Requisite Skills: Students are able to read and understand musical notation, match pitch, and sing melodies in unison.

Reading and Writing Connections: Students will be able to read the music they are singing and will write down in their parts whether they have the higher or lower note in the harmony.

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.5a –

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: Use teacher provided feedback and strategies to refine individual and ensemble performances

MU:Pr6.1.E.5a –

Artistic Process: Performing

Anchor standard: 6 – Convey meaning through the presentation of artistic work

Enduring Understanding: The effectiveness of a performance is based on criteria that vary across time, place and cultures.

Performance Indicator: Demonstrate attention to technical accuracy in prepared and/or improvised performance

Developmentally Appropriate Learning Objectives Linked to Assessment:

Content Knowledge Objectives: Students will be able to read and sing the melody from Himmel und Erde in a round with 90% accuracy.

Process Skill and Concept Objectives: Students demonstrate their understanding of singing in a round by singing when it is their turn, and by singing their individual part and not the other part of the round.

Student Friendly Daily Learning Target (I can... or pose as a question): I will perform the melody from Himmel und Erde in a round.

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

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

Academic Language:

Vocabulary: harmony, two-part harmony, a round

Language Function:

Perform: Students perform the melody from Himmel und Erde in a round.

Respond: Students respond to entering correctly during the round when the teacher cues them.

Evaluate: Students self-evaluate if they came in correctly or if they were singing the correct part.

Additional Language Demand:

Syntax: Students read notes on a musical staff. Notation on a music staff is an example of syntax in music.

Discourse: Students follow along with the teacher as they attempt to sing their part in a round without looking at the music.

Monitoring Student Learning: Formal and Informal Assessment

Description of Assessment:

Informal: The teacher will informally assess the students both by visually seeing if the students enter the round correctly, and by audibly hearing if they are singing the correct part for the round.

What is being assessed: An understanding of how to sing in 2-part harmony.

Assessment accommodations: Students with IEPs are given extra time to understand the concept of singing in 2 parts and are provided with supplemental feedback from the teacher to help them understand.

Feedback:

Type of feedback that will be given to students: The teacher will remind the students that even though other people are singing a different part, they must still try to remember how their individual part sounds, and when both groups sing correctly together a beautiful harmony is created.

What students will do with the feedback: Students use feedback to improve their individual performance of the melody within the round.

Instructional Resources and Materials:

Music stand

Pencil

Whiteboard

The piece Himmel und Erde

Connection to Prior Academic Learning and Requisite Skills:

Students are familiar with how to sing the unison melody at the beginning of Himmel und Erde, and this same melody will be used for the round.

Connections to Cultural/Personal/Community Assets:

Many different traditional/child songs can be sung in a round. Being able to sing in a round can expose the students to a new way of hearing these songs.

Instructional Strategies and Learning Tasks that Support Diverse Student Needs:

Motivation: Hearing and singing harmonies in a choir for the first time is an enlightening experience, which will make students want to learn more songs that have harmonies.

Sound Before Sight Procedure:

Time	Teacher Action (Include higher order thinking questions and grouping strategies)	Student Action
7 Minutes	As the students enter the classroom, the teacher will greet them all with a smile, ask them to put their stuff down to the side and to find their spot on the bleachers for rehearsal. The teacher will then put on some upbeat tribal drumming music and lead the class through their body warm-up in which they move and stretch to relax their muscles. The teacher will then lead the class through their vocal warm-up, which will consist of vocal exploration (sighing on “ah” from the top of their register to the bottom), a vowel warm up (singing “Scoo-bee, Doo-bee, Doo” ascending and descending a 5 note scale), and a diction warm up (singing “Mommy Made Me Mash My M&M’s” ascending and descending a 5 note scale). Throughout the warm-up, the teacher will remind students about proper aural shape, breath support, and correct diction.	Students will follow the prompts given to them by their teacher, will stay engaged, and will do their best to perform the warm-ups to their best ability.
5 Minutes	The teacher will then ask them to open their folders and take out the piece Himmel und Erde, which they have been working on. The teacher will then remind the class of the work they have already done to learn the first melody up to Letter B, being sure to remind the students of the word “unison” as well as how to pronounce the German words. The teacher will then lead the class through singing the first melody from Letter A to Letter B. The teacher will repeat this section as needed until the class clearly understands how to hear the melody and match each other’s pitch.	The students will follow the prompts given to them by the teacher, will do their best to remember the work they have already done, and will perform to the best of their ability.
10 Minutes	The teacher will then split the class into 2 groups, altos and sopranos, and will explain to the students that instead of singing in unison, they will now be singing in what is called “two-part harmony”. The teacher will explain that two-part harmony means that not everyone is singing the same thing, and by singing different notes at the same time harmonies are created. The teacher will relate this to how playing two notes at the same time on the piano sounds. The teacher will then tell the class that first the altos will begin singing the melody, then the sopranos will enter after 4 measures and sing from the beginning of	The students will listen to what group they are bring put in and will do their best to listen and understand the concept of singing in two-part harmony. The students will then to their best to sing their parts correctly in the round, listening to and applying any feedback given to them by the teacher.

	the melody. The teacher will answer any questions from the students and will then lead the class through singing in a round. The teacher will repeat this exercise as many times as needed until the students begin to understand when to enter and how to sing their part while others are singing something else.	
5 Minutes	After that, the teacher will then switch the order, telling the sopranos to sing first and the altos to enter after 4 measures. This allows everyone to experience what it feels like to enter either at the beginning or the middle of a round. The teacher will repeat this exercise as many times as needed.	The students will listen to the teacher and will perform the round to their best ability.
7 Minutes	The teacher will then put a picture of the score at Letter C on the Smartboard, showing how the round works in the piece they are singing. The teacher will explain that at Letter C, the altos will be entering first and the sopranos will be entering after 4 measures, just like they did during the first exercise. The teacher will then have them sing their music starting from Letter C, where the altos enter with the melody and the sopranos enter after 4 measures. The teacher will repeat this until the class has a good understanding of how everyone enters.	The students will listen to the teacher and follow any prompts given to them. The students will do their best to understand how the parts sing at different times and will perform to their best ability.
6 Minutes	The teacher will then ask the students to take out their pencil. The teacher will tell the students that they will be writing in the music whether or not they have the higher part during certain measures or the lower part. The teacher will then lead them through each measure by showing them on the board and ask the students whether they have the higher or lower part and to write arrows going up or down in their music to remind them of that.	The students will follow the prompts given to them from the teacher and will write in their music, using arrows going up or down, whether or not they have the upper part of the harmony or the lower part.

Closure:

The lesson ends with the teacher telling the students that singing the same melody but starting at different times is called singing in a round, and will encourage the students to go home and sing a song with a family member in a round and to see what happens.

Student Reflection Exercise:

Students will be provided with a link to a recording of Himmel und Erde and will be asked to practice singing along with the recording during both the unison part and the 2-part harmony part towards the end.

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

Learning Disabilities (processing) and Communication Disorders: Teacher repeats instructions and feedback as needed. Audiation, peer assessment and peer collaboration provide multimodal learning. Pacing is adjusted to fit the student's needs.

Visual and Hearing Impairments: Teacher provides braille music and uses large notation on the Smartboard for students with visual impairments. Hand gestures and Curwen hand signs will be used to 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 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 display larger notation and show the class how the parts line up musically.

Class Assessment Rubric: Performing the melody from Himmel und Erde in a round

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 how to sing in a round and there were no issues.	Most of the students were able to sing in a round and there were a few issues with singing the correct part.	Most students were able to sing in a round, but there were some issues with singing the correct part and entering at the correct time.	Some of the students were able to sing in a round, but there were many issues with singing the correct part and entering at the correct time.