

Unit Title	COVID-19	Time Required	15-20 min
Lesson Plan Title:	Lift Every Voice cont.	Grade:	High school
Teacher:	Dora Lukacevic	# of Students per group	5, 10
Classroom Set-Up:			
I am seated at my kitchen table with my keyboard and laptop set up right in front of me, my microphone is to my left side, a large window and my notebook are to my right side.			
Key Musical Learning Goals			
-Demonstrate proper breathing, tone, and diction. -Rehearsal of repertoire.			
National Music Standards			
(Ohio Music Standards, grades 9 thru 12)			
4PR Demonstrate technical accuracy, appropriate tone quality, articulation, intonation and expression for the works being performed with good posture and breath control.  7PR Incorporate technology and media arts in performing or recording music.  4RE Analyze and determine the correct technique (e.g., posture, breath support, hand position, embouchure, vocal placement) required for proper tone production.			
MUSICAL GOALS			
Knowledge/Skills			
We are currently working on a unison arrangement of Lift Every Voice and Sing. Students are familiar with the first half of the piece. They are to eventually record themselves singing the entire piece for a virtual choir project. The goal of this class is to have everyone sing the entire A section individually.			
Social, Cultural, Historical Understandings			

- This is a racially diverse class.
- Some students are timid to sing in front of the class, especially a specific 'high' note in Life Every Voice and Sing.
- Some students are not always present in class, even if they have logged into the class meeting.

Artistic Expression (creative individual choices by means of interpretation, exploration/ research, improvisation)

The warm-ups are formulated to get students in the habit of breathing and singing with proper technique. Even though we aren't rehearsing in person, proper singing habits will enable them to more easily learn the music on their own and eventually record themselves singing for a virtual choir project. Students are provided with sheet music and audio learning tracks on their Schoology accounts and are encouraged to practice repertoire on their own. Having every single student sing individually in front of the class is always the goal, though it does not always happen.

Assessment used:

Formative	Informal	

Learning Tasks: (sequence of lesson plan)

Time	Materials	Activity	Accommodations (504/IEP)
2 min	Computer, keyboard, microphone	<u>Warm-ups</u> 1. <i>Breathing warm-up</i> -The students will be instructed to inhale for four counts, then exhale for four on the syllable, 'sss'. The students will again inhale for four counts, then exhale for six. They are inhaling for four counts and adding two more counts to the exhale each time. We may go up to 20 or more.	
2 min		3. <i>Tone warm-up</i> -Students will sing syllables, 'nah, neh, nee, noh, noo', all on the same note, emphasizing resonance of the 'nn'	

		<p>sound. Students will sing through this numerous times moving up chromatically with keyboard accompaniment each time.</p>
2 min		<p>4. <i>Diction warm-up</i>          -Students will sing, 'zing-a-ma-ma' four times, then 'zing' five times, emphasizing strong diction. Students will sing through this numerous times moving up chromatically with keyboard accompaniment each time.</p>
3 min		<p><b>Rehearsal</b></p> <p>1. Review with students how to find sheet music and audio tracks for Lift Every Voice on Schoology. Review the A section.</p>
6-8 min		<p>2. Isolate the last phrase of the piece (m15-28). Encourage students to volunteer to sing individually for the class.</p>
1 min		<p>3. Encourage students to practice on their own using resources available to them.</p>

Teacher Notes/Reflective Praxis:		Next Steps:	

(This lesson will take place on 10/15/20)

The next class will take much of the same structure as this one. By having a better gage of the students' progress of Lift Every Voice, we may isolate more challenging sections and incorporate more of the repertoire in our warm-ups. If ready, we may move on to learn the B section of the piece. We will eventually split up into break-out rooms to work with students individually if necessary.