

Lesson Plan No. 2 If Ye Love Me	
Teacher	Peter Ye
Grade Level	High School
Learning objectives	<ol style="list-style-type: none"> 1. Students are able to sing legato. 2. Students are able to sing in thirds with each other. 3. Students learn the notes to mm. 6-10 of "If Ye Love Me"
Instructional Resources/ Materials	<ol style="list-style-type: none"> 1. If Ye Love Me Score
Instructional strategies (teacher)	<p>Warm Up</p> <ol style="list-style-type: none"> 1. Establish the key of F Major. Have the students sing long tones up and down the scale using a "la" sound. 2. Divide the ensemble into three parts. Have them sing the same scale up and down but staggering the entrances of each group by two notes. <p>Song Rehearsal</p> <ol style="list-style-type: none"> 1. Have the students sing their parts individually, then have two groups sing together, then finally all parts sing together.
Learning activities (students)	<ol style="list-style-type: none"> 1. Students sing with long sounds, trying to transition smoothly between each note. 2. Students sing exercises in thirds. 3. Students sing their parts individually, then with each other.
Informal Assessment	<ol style="list-style-type: none"> 1. Listen if students are transitioning smoothly between each note. 2. Listen if students are able to sing in tune while singing in thirds. 3. Observe if students are singing the correct parts, even when adding other voices.
Self-Assessment	<p>This lesson plan took me a long time to come up with, and I think the first problem to solve was which section I would work on. I initially wanted to choose a section with some leaps, because I know that could be a struggle for someone first learning the parts. However, I could not think of a good warmup routine to accompany that, so I ended up choosing the opening section of the piece. With this section, I was able to find more warmups and create a lesson plan that would benefit the ensemble. Compared to the warmup from Week 3, I was better with pacing out the warmup. However, I was inconsistent in small things such as singing in vowels versus solfege, and I should not have used my own voice to demonstrate notes that were beyond my range. There were also times where I was unclear about the instructions and made some mistakes that ended up confusing the students.</p>