



# Lesson Plan



**Date:** June 1, 2005

**Grade Level:** 6<sup>th</sup>, 7<sup>th</sup> and 8<sup>th</sup> Grade Choir

**Topic:**

Reading 2 and 3 part Music – editing, creating, producing and performing music.

**Objectives:**

To introduce students in 6<sup>th</sup> grade Choir to 2 part music

To introduce students in 7<sup>th</sup> grade Choir to 3 part music

**State Standards:**

*Standard 1 PERFORMING MUSIC:* Singing alone and with others

*Standard 5 PERFORMING MUSIC:* Reading, notating and interpreting music

**Motivation/Warm-up:**

We will start by following single line melodies in 6<sup>th</sup> grade choir and two line melodic lines in the 7<sup>th</sup> grade Choir

**Do Now Exercise:**

Students will be divided into two groups in the sixth grade and three groups in the seventh grade. Using the document reader and the LCD projector, students follow the teacher's instructions to highlight the lines that they will sing and follow. Music will be of 2-part and 3-part respectively.

**Vocabulary:**

Refrain, D.S. al coda, repeat, 1<sup>st</sup> and 2<sup>nd</sup> endings

**Development and Methods:**

Using the document reader the teacher is able to show the students what lines they are follow. This eliminates the use of transparencies and an overhead projector. Students can follow easily the parts that they will need to sing.

**Closure/Data Gathering:**

Students will then be able to follow their part and sing without getting lost and singing and following the wrong line of music. This will take one class period to introduce and show the students how to follow a choral score.

**Assignment:**

Students will highlight their part in other selections of music and they will rewrite the part they sing into a single line score.

**Special Equipment or Resources needed:**

LCD projector, projection screen, document reader

**Follow Up Comments:**

It is much easier to use the document reader especially when the students are having difficulty in following the music. Many times the students have difficulties in finding the repeats, codas, understanding 1<sup>st</sup> and 2<sup>nd</sup> endings, and understanding where the "return to measure" commands are. With the document reader the students do not have to wait until the teacher has made transparencies.