

Grade Level: 6-8 Class: MS Choir Dates: Instructor: Willmann		Standard 1 Expression of Music Standard 2 Creation of Music Standard 3 Theory of Music Standard 4 Aesthetic Valuation of Music		Weekly Instructional Plan Music standards ←
Standards:	Number 1, Number 2			
Essential Question:	How do I find “Do” in multiple key signatures and apply this to sight singing?			
	Objective	Activities	DOL	Comments
	SWBAT identify where “do” is on the treble clef staff when there are multiple key signatures. SWBAT use “do” to find where all the other solfege notes are on the staff.	<ul style="list-style-type: none"> - See the key signatures on the board from 4 flats to 4 sharps. - Use the rule of “second to last flat” for keys with 2 or more flats. - Use the rule of “1 above the last sharp” for the sharp keys. - Introduce 2 exceptions. C and F. - Give 4 measure examples of each key. Identify the notes with solfege and then sing. 	<ul style="list-style-type: none"> - Student then Identify the key and sing a simple 4 note exercise in the key (pre-written) - Students find DO on the two keys that do not apply to the sharp or flat rule. - Student sing 4 notes with only Do given. Students follow the contour of the notes and perform in class as an exercise. 	Write/draw 9 to 11 key signatures on the board. Write/draw 4 measures with different notes and keys that can sung later.

In class:

Introduce the key signatures rules. Not using the name of the key but by showing where DO is located with X amounts of sharps or flats and C major. Give two examples to the student (Eb and E). Have the students find DO for the rest of the keys and when C and F arrive ask guiding questions as to why the rule does not work and if any can “Figure out” the Key by other means or working backwards through the lack of flats/sharps.

Show students the 4 note examples and have them find DO and find the rest of the solfege. Knowing their scale from warm ups the student will already have known the sequence. Introduce the idea of intervals. They will also have sung intervals in their warm ups but now are using in a practical method.

Students will need to answer a question or sing an example before leaving for the next class. Assessment of the lesson is based on the knowledge they have of logical (the rules for finding DO) and then applying it to performance. This will meet Standard 2 and 3.

Scaffolding – Students will have a short excerpt at the beginning of class as a warm up in which they will need to identify DO and sing. The piano will assist in finding the notes and support their singing, eventually the students will be required to sing a cappella.

Long term goal – proficient sight singing for all students as well as applying the reading of music skill to sheet music/performance music.