

## Peer Teaching #2 Plan

### **Basic Information**

David Bobay

MUSE 376

Dr. Don Ester

3/19/13 - 9:30am

### **Prerequisite Knowledge and Skills for this rehearsal**

-SATB part reading/independent singing capabilities

-previous choral encounters with articulation markings

### **Behavioral Objective(s) (with correlated national standards indicated)**

At the conclusion of this lesson, students will be able to:

- perform mm. 50-57 of “Worthy to Be Praised” accurately and expressively (NS1, NS5)
- show an understanding of legato vs. accented styles in “Worthy to Be Praised” mm. 50-57 and perform them appropriately per my model (NS1, NS5)
- Improve reading of new material without prior model

### **Materials**

Piano

Chromatic exercises projector sheet

“Worthy to Be Praised” scores

### **Procedures**

#### **Set**

0:00

#### **Vocal Technique:**

1. Bee ay bay (p, m, z) (accented then legato styles) (use contrasting hand gestures)

2:00

#### **Music Literacy**

2. chromatic echoing (SC level 6)
3. overview of accidentals
4. chromatic reading (slow\*)

3:00

4:00

6:30

### **Literature**

(read and correct CPT)

“Worthy to Be Praised!”

CMP focus: legato vs. accented

- Page 11, second system, measure 50
- S 50-53 (\*legato\*)
- Who has a similar part to the sopranos? Tenors!
- T 50-53
- ST 50-53 (AB look ahead, see how your part is a little separate)
- A 50-53
- B 50-53
- AB 50-53 (ST hum)
- SATB 50-53

8:00

8:45

11:00

13:00

\*Cresc.  
in 53

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- 14:00
- 54-57 all Takadimi (B on Eb3, SAT on Bb4) (how is this section different?)
  - S 54-55, 56-57
  - A 54-55, 56-57
- 15:30
- SA 54-57
  - T 54-55, 56-57
  - B 54-55, 56-57
- 17:00
- TB 54-57 (SA hum)
  - SATB 54-57
- 19:00
- SATB 50-57

### **Closure**

Instructional: questioning of where the break is in this section between legato and accented, m. 54

- 20:00
- Performance: run mm. 50-57 with accompaniment

### **Curriculum Connection**

- Students will write a paragraph based on the assigned related reading about the themes and inspirations of gospel music and what other music (genres or specific songs) they know of that has also been directly influenced by history and culture.

### **Sponge**

- Preview tomorrow's continuation of learning in this piece by reading the rhythms of mm. 63-70 on Takadimi syllables