

Choir

Week of May 4th

THIS ACTIVITY IS FOR:
LHS CHOIR

Assignment 1

Create and Present - Create Your Own Choir Concert

Instructions:

You are going to create a choir concert featuring FIVE songs of varied repertoire. Below are the prompts for your song selections. You must pick one song for each prompt.

To select your songs you will go to <https://www.jwpepper.com/sheet-music/welcome.jsp> and search through their Choral Music.

You will submit your selections through email to Miss Kelso at kakelso@go.olemiss.edu AND Mrs. Gadd at hannah.gadd@gocommodores.org.

When submitting your selections be sure to include the title of the piece, the composer/arranger, and a link to the piece on JW Pepper's website.

Choir Concert Song Prompts:

A song written for an SATB choir

A multicultural choral piece

A song suitable for a middle school choir

An a capella choral piece

A madrigal

Assignment 2

Analyze and Evaluate - Beethoven's Heiligenstadt Testament

Instructions:

The Heiligenstadt Testament is a letter written by Ludwig von Beethoven addressed to his brothers. He wrote this letter in 1802 but it was not discovered until after his death in 1827. This letter details Beethoven's anguish from his loss of hearing.

Listen to this reading of the Heiligenstadt Testament: <https://youtu.be/YWZ1Yj-5k1A>

The reading begins around 1:08 but the introduction will give you some more background information.

Fill out this Google Form after listening to the reading of the letter: <https://forms.gle/5GC9fq4VT7WZhv1x6>

Jake Runestad, a current choral composer, recently wrote a piece of music using Beethoven's letter as the text. Watch this performance of Jake Runestad's piece, "A Silence Haunts Me": [A Silence Haunts Me - Jake Runestad](#)

What is the mood of this piece? How does this piece convey Beethoven's emotions from his letter? What happens at the end of the piece?

Answer these questions in a separate email to Miss Kelso at kakelso@go.olemiss.edu AND to Mrs. Gadd at hannah.gadd@gocommodores.org.

Week of April 27th LMS

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[LMS Choir = 4.27.20-5.1.20 \(Assignment 6\)](#)

Week of April 27th LHS

THIS ACTIVITY IS FOR:

LHS CHOIR

Assignment 1

Create and Present - Create Your Own 7 Day Playlist

Instructions for Students WITH INTERNET ACCESS:

7 Day Playlist Activity:

Playlists are a great way to discover new music, remember old favorites, and categorize your music.

Create a playlist following the prompts below.

You may use Spotify, Apple Music, Youtube, or any other music streaming service you typically use.

Once you have created your playlist, share it with Miss Kelso at kakelso@go.olemiss.edu AND with Mrs. Gadd at hannah.gadd@gocommodores.org.

Here is a link to my 7 Day Playlist:

https://open.spotify.com/playlist/4hUn90biAWcgXXxsU45Vds?si=cTPwJmgRL6Rh6EFQ_AJOQ

7 Day Playlist Prompts:

Day 1 - A song that makes you happy

Day 2 - A song that features polyphonic texture

Day 3 - A song by an artist whose voice you love

Day 4 - A song from the Romantic period

Day 5 - A song from the year you were born

Day 6 - A song that features an instrument from the woodwind family

Day 7 - A song you just discovered this week

[LHS Choir = 4.27.20-5.1.20 \(Assignment 6\)](#)

Instructions for Students WITHOUT INTERNET ACCESS:

7 Day Playlist Activity:

Playlists are a great way to discover new music, remember old favorites, and categorize your music.

Create a playlist following the prompts below.

You may write down each song for your playlist on a sheet of paper to turn into Mrs. Gadd once classes resume.

Here is a link to my 7 Day Playlist:

https://open.spotify.com/playlist/4hUn90biAWcgXXxsU45Vds?si=cTPwJmgRL6Rh6EFQ_AJOQ

7 Day Playlist Prompts:

A song that makes you happy

A song that features polyphonic texture

A song by an artist whose voice you love

A song from the Romantic period

A song from the year you were born

A song that features an instrument from the woodwind family

A song you just discovered this week

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Assignment 2

Self Reflection

(accessible for students WITH and WITHOUT internet access)

Instructions:

How are you doing this week? Have you picked up any new hobbies? What type of daily routine have you begun to help with being stuck at home? Is there anything you want/need to talk about?

Use these questions to help you self-reflect on the past couple weeks and focus on yourself.

You may answer these questions on your own and keep it to yourself, you may share your answers with each other, or you may share your answers with Miss Kelso at kakelso@go.olemiss.edu and Mrs. Gadd at hannah.gadd@gocommodores.org.

If you have any questions at all, please email Mrs. Gadd Ardrey at hannah.gadd@gocommodores.org or Miss Kelso at kakelso@go.olemiss.edu.

Office hours are from 8:00 AM - 9:00 AM, Monday through Friday if you need to reach Mrs. Gadd Ardrey through Zoom or Google Meet.

Week of April 20th

[LMS Choir = 4.20.20-4.24.20 \(Assignment 5\)](#)

Week of April 13th

[Choir = 4.13.20-4.17.20 \(Assignment 4\)](#)

Week of April 6th

[Choir = 4.6.20-4.10.20 \(Assignment 3\)](#)

Assignment 1:

Create and Apply - Making and Playing a Homemade Musical Instrument
(accessible for students with AND without internet access)

Instructions:

MAKE your own instrument using household items!

- EXAMPLE:

Tambourine:

Take two paper or plastic plates

Put one paper on a table and fill it with dried beans or dried pasta

Staple, glue, or tape the second plate on top

Once both plates are together, decorate your tambourine with markers or pencils

To play: shake the tambourine up and down!

Here are more great suggestions: [19 Homemade Musical Instruments for Kids](#)

Assignment 2: Evaluate and Create - Learning to Tell Your Story: Songwriting 101

Instructions for Students WITH INTERNET ACCESS:

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Watch the YouTube video "How to Write Lyrics for A Song: Songwriting 101)

[How To Write Lyrics For A Song \(Songwriting 101\)](#)

Song Writing Activity:

- As a singer, you often tell stories through song lyrics.
- Share a story from your life! It can be about what's happening to you during school closure, something that happened to do as a child or something that you want to happen. It does NOT have to be based on true events!
- No, you don't have to sing the lyrics, but I do want you to write your song lyrics in a separate Google doc and share them with me at hannah.gadd@gocondores.org
- This is NOT about how good you sound, but this activity is about how creative you can be when telling a story.

Using the video as your guide, follow the following structure to OUTLINE your song:

- Verse 1 (Hardship You are Facing)
- Chorus (Finding Something - the video talks about joy but you could talk about happiness/truth/etc.)
- Verse 2 (Emotional Response to the Hardship You are Facing)
- Bridge/Verse 3 (Talk to the Listener and Encourage Them to Do Something)

Dylan Laine gives GREAT advice on how to set up lyrics and structure.

Without music, lyrics are just a poem!

MRS. GADD ARDREY'S SONG: Faith, Hope, and Love

V1:

Everyday, I sleep past my alarm clock.
This "not having school thing" has really gotta stop.
I wish there was a way to be in my classroom,
To see all my students and get away from this gloom.

Chorus:

Hope is what keeps me going.
Faith is what makes me strong.
The love of learning keeps me growing,
But I hope that hope keeps my students moving along.

V2:

Staying home takes a really big toll,
Making you wish you could be in control.
I cry thinking about all the time lost,
But I'm sad for the seniors most of all.

Chorus:

Hope is what keeps me going.
Faith is what makes me strong.
The love of learning keeps me growing,

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But I hope that hope keeps my students moving along.

Bridge:

Help is possible. Hope is real.

We need to do our part and stay home and heal.

All things are perfect to the good Lord, above.

Especially things like faith, hope and love.

Chorus:

Hope is what keeps me going.

Faith is what makes me strong.

The love of learning keeps me growing,

But I hope that hope keeps my students moving along.

Hope keeps me going.

Faith makes me strong...

But I hope that it's hope that keeps the world moving along.

Assignment 2

Evaluate and Create - Learning to Tell Your Story: Songwriting 101

Instructions for Students WITHOUT INTERNET ACCESS:

Song Writing Activity:

- As a singer, you often tell stories through song lyrics.
- Share a story from your life! It can be about what's happening to you during school closure, something that happened to do as a child or something that you want to happen. It does NOT have to be based on true events!
- No, you don't have to sing the lyrics, but I do want you to write your song lyrics on a sheet of paper/in the Notes section on your phone/in a story on social media/etc. - Share with me at hannah.gadd@gocommodores.ed or show me when we get back to school
- This is NOT about how good you sound, but this activity is about how creative you can be when telling a story.

Use the instructions below to OUTLINE your song:

- Verse 1 (Hardship You are Facing)
- Chorus (Finding Something - the video talks about joy but you could talk about happiness/truth/etc.)
- Verse 2 (Emotional Response to the Hardship You are Facing)
- Bridge/Verse 3 (Talk to the Listener and Encourage Them to Do Something)
- Without music, lyrics are just a poem!

(SEE SONG ABOVE FOR MRS. GADD ARDREY'S SONG)

If you have any questions at all, please email Mrs. Gadd Ardrey at hannah.gadd@gocommodores.org.

Office hours are from 8:00 AM - 9:00 AM, Monday through Friday if you need to reach Mrs. Gadd Ardrey through Zoom or Google Meet.

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Week of March 30th

Assignment 1 -

LMS Beginner Choir & LMS Advanced Choir (3.30.20-4.3.20)

Reflect and Share - How is MUSIC helping YOU cope with life right now?

Instructions:

Complete the table in the Google doc with your answers. [LMS Choir 3.30.20-4.3.20 \(Assignment 2\)](#).
I've provided my answer!

If you would rather share privately, email me your responses at hannah.gadd@gocomoodores.org
You can also write how music is helping you cope with life on a separate sheet of paper and show me when we get back to school!

Assignment 2 -

LMS Beginner Choir & LMS Advanced Choir

Listen and Describe - How Music Affects the Brain and Your Emotions

Instructions:

NBC

Watch the YouTube video "How Music Affects the Brain and Your Emotions"

[How Music Affects The Brain And Your Emotions](#)

Once you are finished listening, complete the 4 questions on the google form linked below:
<https://forms.gle/KmjbtP6LEVXZA1JA>

Submit to finish.

Week of March 30th

Activity 1 & 2: Reflect and Share (no internet option)

How is music helping you cope with life right now?

INSTRUCTIONS:

- Write down TWO songs that you've been listening to lately
- Reflect why and how these songs have helped you during this time of uncertainty
- List the titles of the songs and write the lyrics (literal translation) AND your OWN interpretation of what the lyrics mean to you
- Consider reading these lyrics aloud to a friend or guardian

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- Ask the person you are reading to these SAME questions! You might find out something new about them or find out that you have more in common than you think!

Activity 1 & 2: Listen and Describe (internet option)

INSTRUCTIONS:

- Watch the YouTube video “How Music Affects the Brain and Your Emotions”

[How Music Affects The Brain And Your Emotions](#)

Think of these questions as you watch and listen:

- How much time (awake) do we spend listening to music?
- What half of the brain (right or left) is activated when we are listening to a song we find emotional?
- What type of music puts you in a good mood and activates this part of your brain?

Week of March 23rd

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[LMS Choir: 3.23.20-3.27.20](#)