

CORE (DAILY) CHORAL REHEARSAL PLAN

PRELIMINARY INFORMATION

Created by:

Class/ensemble:

Grade level:

Number of students:

Materials & setup required prior to the beginning of the lesson:

Announcements/administrivia (noncurricular information that must be conveyed to students):

Homework assigned (post in rehearsal room and/or LMS):

Date of lesson:

Program/concert project:

Period/time:

Estimated duration:

Date of concert:

Learning Objective(s)

(These must be behavioral and measurable. They will *match* the objectives you list below (to the right of your technical foci in the BEGINNING section and to the left of your musical foci in the MIDDLE section and procedure in the END section.)

STATEMENTS OF WHAT STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO DO AT THE END OF THE LESSON

(Consider all three domains.)

Students will...

LEARNING PLAN

How will you support students to meet your goals? Describe *explicitly* what you will do.

BEGINNING: WARMUP (Launch/Hook/Anticipatory Set)

(How will you begin rehearsal? What exercises will you use? What are your objectives for each exercise? How does each exercise prepare the choir for the repertoire to be rehearsed?)

Time devoted to warmup today (include both duration *and* start–end times):

National Core Arts Standard(s) addressed in the warmup today:

Exercises/Activities (add more rows as needed)	Technical Focus/i (check all that apply; describe <i>how</i> you will address each in the columns to the right)	Objectives/Learning Targets	Exercise/Step-by-Step Procedure Instructional Strategies/Learning Tasks (write out each exercise and provide a list of steps for teaching it)	Technical Instructions (What mechanistic or imagistic instructions will you enforce on multiple repetitions of the exercise?)	Connections to Repertoire (What piece/s below does this exercise relate to? How?)
Preparatory exercise		Objective(s):			
Physical exercise	<div><div><input type="checkbox"/> Posture</div><div><input type="checkbox"/> Tension</div><div><input type="checkbox"/> Breathing/ support</div><div><input type="checkbox"/> Phonation</div></div> <div><div><input type="checkbox"/> Registration</div><div><input type="checkbox"/> Resonation</div><div><input type="checkbox"/> Articulation</div><div><input type="checkbox"/> Coordination</div><div><input type="checkbox"/> Other:</div></div>				

 Objective(s): | | | || Vocal exercise | ☐ Posture ☐ Tension release ☐ Articulation ☐ Registration ☐ Resonation ☐ Articulation |

	<div><input type="checkbox"/> Breathing/ support</div> <div><input type="checkbox"/> Phonation</div> <div><input type="checkbox"/> Coordination</div> <div><input type="checkbox"/> Other:</div>				
Vocal exercise	<div><input type="checkbox"/> Posture</div> <div><input type="checkbox"/> Tension release</div> <div><input type="checkbox"/> Breathing/ support</div> <div><input type="checkbox"/> Phonation</div> <div><input type="checkbox"/> Registration</div> <div><input type="checkbox"/> Resonation</div> <div><input type="checkbox"/> Articulation</div> <div><input type="checkbox"/> Coordination</div> <div><input type="checkbox"/> Other:</div>	Objective(s):			
Mental/aural/ensemble exercise	<div><input type="checkbox"/> Rhythm solmization</div> <div><input type="checkbox"/> Pitch solmization</div> <div><input type="checkbox"/> Solfege drill/s</div> <div><input type="checkbox"/> Vocal-pitch graphs</div> <div><input type="checkbox"/> Rhythmic integrity</div> <div><input type="checkbox"/> Vowel unification</div> <div><input type="checkbox"/> Harmony</div> <div><input type="checkbox"/> Intonation</div> <div><input type="checkbox"/> Balance/ blend</div> <div><input type="checkbox"/> Special timbres</div> <div><input type="checkbox"/> Improv</div> <div><input type="checkbox"/> Listening</div> <div><input type="checkbox"/> Other:</div>	Objective(s):			

MIDDLE: REPERTOIRE (Instructional Strategies to Facilitate Student Learning)

What repertoire will be rehearsed? How will you engage singers to develop understandings? What questions will you ask? How will you encourage critical thinking and singing for transfer?
What activities will you use to engage singers in meeting your musical goals? How will you incorporate technology? **Detail your plan.**

Songs/Pieces/Activities Objectives/Learning Targets National Core Arts Standards (add more rows as needed)	Musical Focus/i (check all that apply; describe <i>how</i> you will address each in the column to the right)	Step-by-Step Procedure/Learning Tasks (a <i>list</i> of steps that is logical, linear, and sequential and incorporates a variety of rehearsal strategies and techniques; <i>script</i> any instructions that may cause you to stumble)	Time (both duration <i>and</i> start–end times)
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<div>S/P/A: mm. _____</div> <div>Objective(s):</div> <div>Standard(s):</div>	<div><div><div><input type="checkbox"/> Rhythmic accuracy</div><div><input type="checkbox"/> Pitch accuracy</div><div><input type="checkbox"/> Part-singing (IPAN)</div><div><input type="checkbox"/> Tone/vocal production</div><div><input type="checkbox"/> Intonation</div><div><input type="checkbox"/> Diction: vowel unification</div><div><input type="checkbox"/> Diction: consonants</div><div><input type="checkbox"/> Phrasing</div><div><input type="checkbox"/> Dynamics</div><div><input type="checkbox"/> Balance/blend</div></div><div><div><input type="checkbox"/> Style: syllabic stress</div><div><input type="checkbox"/> Style: articulations</div><div><input type="checkbox"/> Style: tempi/transitions</div><div><input type="checkbox"/> Style: rhythmic assertiveness</div><div><input type="checkbox"/> Memorization</div><div><input type="checkbox"/> Responsiveness to conducting</div><div><input type="checkbox"/> Performance: communication</div><div><input type="checkbox"/> Performance: stage presence</div><div><input type="checkbox"/> Performance: physical engagement</div><div><input type="checkbox"/> Artistry</div><div><input type="checkbox"/> Heightened meaning/memories</div></div></div>
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Assessment (How will students demonstrate that they have met your objective/s for this S/P/A?):

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Assessment (How will students demonstrate that they have met your objective/s for this S/P/A?):

END: CLOSURE (How will you end the lesson in a way that promotes student learning and retention?)			
Song/Piece/Activity Objective(s)/Learning Target(s)	Step-by-Step Procedure/Learning Tasks (a <i>list</i> of steps that is logical, linear, and sequential; <i>script</i> any instructions that may cause you to stumble)	Assessment (What is your standard, and how will you know when students <i>exceed</i> , <i>meet</i> , or <i>fall short of</i> expectations?)	Time (both duration <i>and</i> start–end times)
S/P/A: Objective(s): Standard(s):			

What Ifs (Be proactive—consider what might not go as planned with the lesson. What will you do about it?)	
What if students...	
What if students cannot...	
WRAP-UP	
Lesson post-evaluation (what are the questions you will ask yourself after conducting this rehearsal to assess your own teaching?):	Notes about this rehearsal (may be handwritten afterward):
Goals for next rehearsal (may be handwritten afterward):	
References & Theoretical Foundation (cite all sources/recordings used in the development of this rehearsal, including URLs or other references)	