

REHEARSAL GUIDE

PRELIMINARY INFORMATION			
Conductor:		Date of rehearsal:	
Ensemble:	Program/concert project:		Date of concert:
Setup required prior to the beginning of the rehearsal:			
Announcements/administrivia (noncurricular information that must be conveyed to the choir):			
Homework assigned (post in rehearsal room and/or LMS):			

How will you support singers to meet your goals? Describe <i>explicitly</i> what you will do. An external reader of your plan should be able to replicate your rehearsal almost exactly from what you’ve written on this plan!					
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):					
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 (statements of what singers will <i>know</i> , <i>understand</i> , and <i>be able to do</i> at the end of each exercise; these must be specific and measurable)	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					
Physical exercise	<div><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> <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>				

	<div><input type="checkbox"/> Tension release</div> <div><input type="checkbox"/> Breathing/support</div> <div><input type="checkbox"/> Phonation</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>				
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>				

MIDDLE: REPERTOIRE (Instructional Strategies to Facilitate Singer 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 (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)
S/P/A: mm. _____ Objective(s):	<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> <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>	<div>Assessment (How will students demonstrate that they have met your objective/s for this S/P/A?):</div>	

	<div><div><input type="checkbox"/> Balance/blend</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>S/P/A: mm. _____</div> <div>Objective(s):</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><input type="checkbox"/> Balance/blend</div> <div><input type="checkbox"/> Performance: physical engagement</div> <div><input type="checkbox"/> Artistry</div> <div><input type="checkbox"/> Heightened meaning/memories</div>		
<div>S/P/A: mm. _____</div> <div>Objective(s):</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>		

END: CLOSURE

(How will you end the rehearsal in a way that promotes singer 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):			

WRAP-UP

Rehearsal Reflection (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)	