

**Grade Level & Subject:** 8<sup>th</sup>/7<sup>th</sup>/6<sup>th</sup> Chorus

**Day #:** 1-5 (3/16/2020-3/20/2020)

**Standards:** **Anchor Standard 3:** I can produce a well-developed tone quality, **Anchor Standard 4:** I can perform with technical accuracy and expression, **Anchor Standard 5:** I can perform using music notation, **Anchor Standard 8:** I can examine music from a variety of stylistic and historical periods and cultures

**I CAN Statements:**

- I can sing my assigned part in tune with appropriate tone quality, resonance and vocal timbre.
- I can sing with a centered tone and a steady tempo.
- I can sing expressively with appropriate dynamics, phrasing, and interpretation.
- I can perform at sight simple unfamiliar musical works with accurate pitches.

**Essential Questions:**

- Now that we know basic notes and rhythms of our repertoire, how can we begin to interpret phrasing and dynamics?

**Materials and Resources:**

- Sight Reading Factory Student Accounts: <https://www.sightreadingfactory.com/student/swabd5> your password is: swabd5). You will select your age group, and complete your registration information.
- Voice recordings of "Inscription of Hope", found on Edmodo.com. Class codes for Edmodo are:
  - o 8<sup>th</sup> Chorus: npri3x
  - o 7<sup>th</sup> Chorus: q73jui
  - o 6<sup>th</sup> Chorus: r6iay4

**Activities:** Each day, students are to log into <http://www.sightreadingfactory.com/student/swabd5> with the password swabd5 and practice 2 examples of rhythmic sight-reading and 2 examples of melodic sight-reading. After practicing sight-reading, students are to listen to the recordings I will post on Edmodo of their parts of "Inscription of Hope".

When we arrive back at school, I will ask students to voice record themselves singing measures 47-64 for a formative assessment grade first, and then a summative assessment grade later.

Both Sight Reading Factory and Edmodo can be accessed by phone, but in the event that a student is unable to use them, I am sending home alternative worksheets instead.

**Grade Level & Subject:** 8<sup>th</sup>/7<sup>th</sup>/6<sup>th</sup> Chorus

**Day #:** 6-10 (3/23/2020-3/27/2020)

**Standards:** **Anchor Standard 3:** I can produce a well-developed tone quality, **Anchor Standard 4:** I can perform with technical accuracy and expression, **Anchor Standard 5:** I can perform using music notation, **Anchor Standard 8:** I can examine music from a variety of stylistic and historical periods and cultures

**I CAN Statements:**

- I can sing my assigned part in tune with appropriate tone quality, resonance and vocal timbre.
- I can sing with a centered tone and a steady tempo.
- I can sing expressively with appropriate dynamics, phrasing, and interpretation.
- I can perform at sight simple unfamiliar musical works with accurate pitches.

**Essential Questions:**

- Now that we know basic notes and rhythms of our repertoire, how can we begin to interpret phrasing and dynamics?

**Materials and Resources:**

- Sight Reading Factory Student Accounts: <https://www.sightreadingfactory.com/student/swabd5> your password is: swabd5). You will select your age group, and complete your registration information.
- Voice recordings of "Everything is Awesome", found on Edmodo.com. Class codes for Edmodo are:
  - o 8<sup>th</sup> Chorus: npri3x
  - o 7<sup>th</sup> Chorus: q73jui
  - o 6<sup>th</sup> Chorus: r6iay4

**Activities:** Each day, students are to log into <http://www.sightreadingfactory.com/student/swabd5> with the password swabd5 and practice 2 examples of rhythmic sight-reading and 2 examples of melodic sight-reading. After practicing sight-reading, students are to listen to the recordings I will post on Edmodo of their parts of "Everything is Awesome".

When we arrive back at school, I will ask students to voice record themselves singing measures 30-40 and measures 63-78 for a formative assessment grade first, and then a summative assessment grade later.

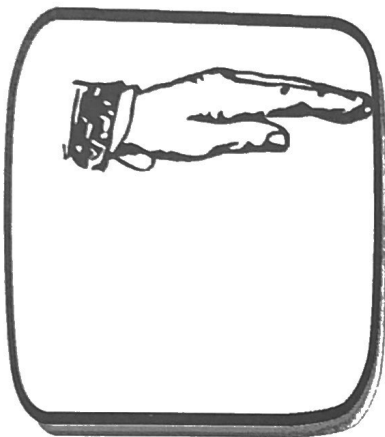
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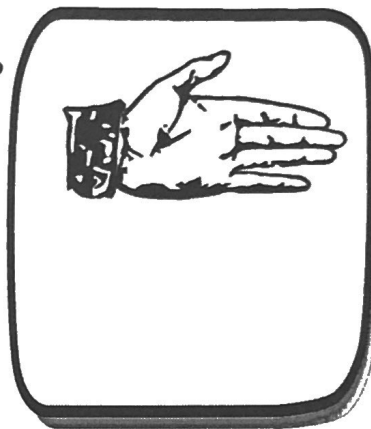
## Solfege Worksheet

Write the name of each hand sign under each solfege on the line below.

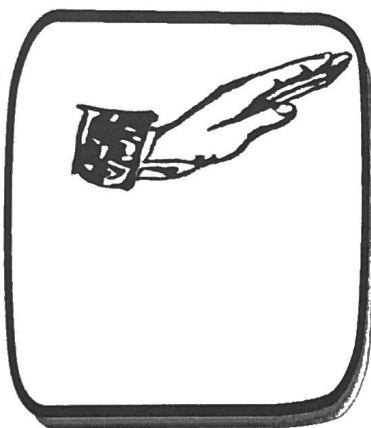
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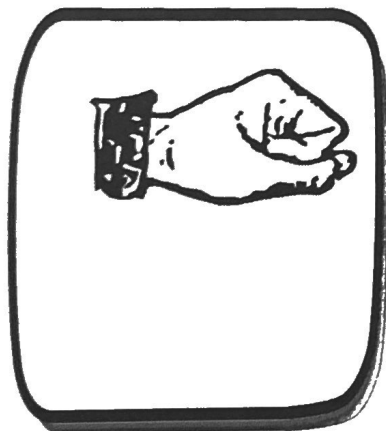
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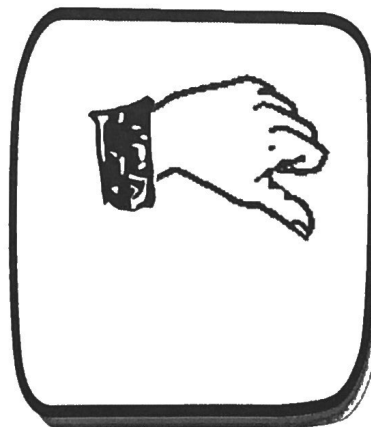
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4.



5.

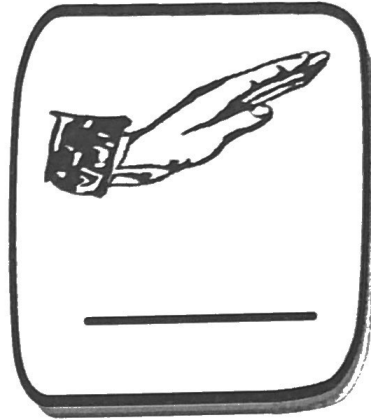
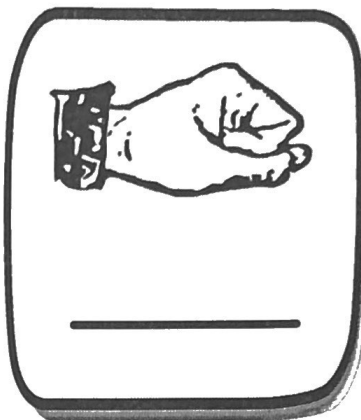
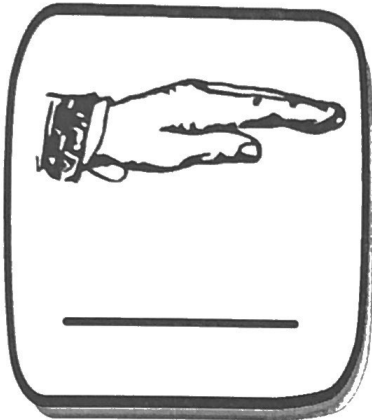


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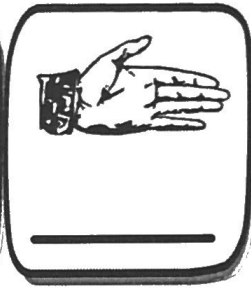
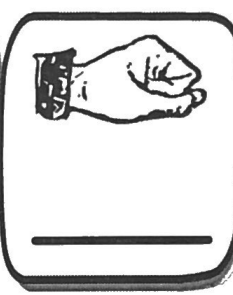
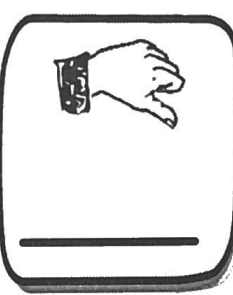
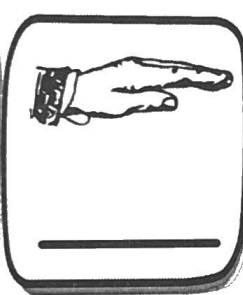
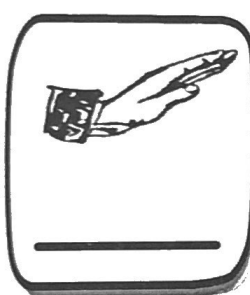
Date: \_\_\_\_\_

## Solfege Worksheet

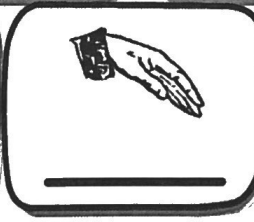
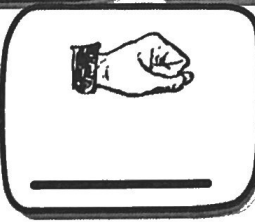
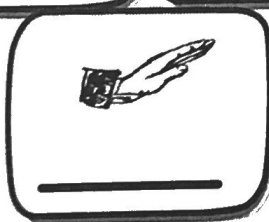
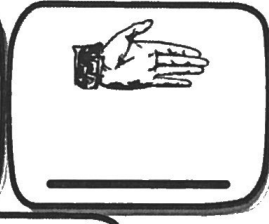
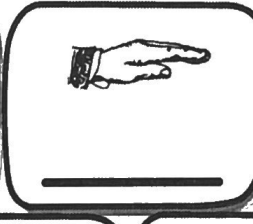
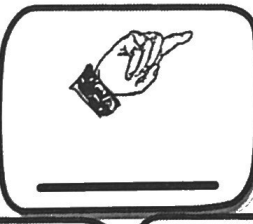
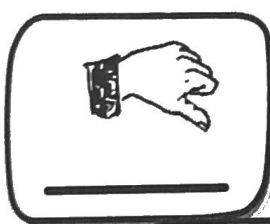
Write the name of each hand sign under each solfege on the line below.



Write the name of each hand sign under each solfege on the line below.



Write the name of each hand sign under each solfege on the line below.

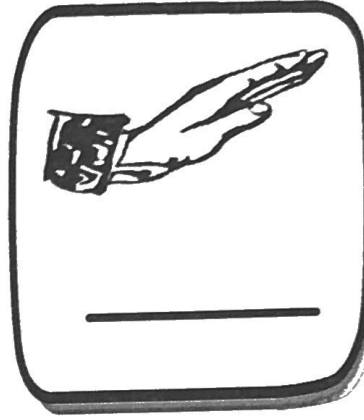
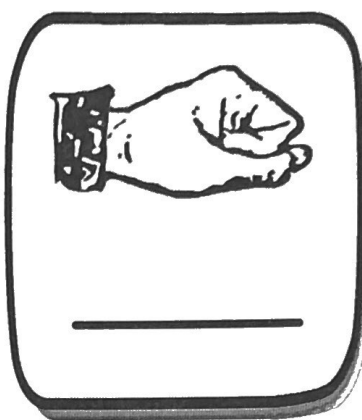
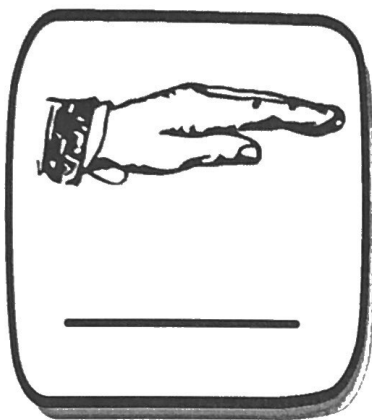


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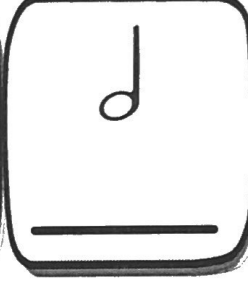
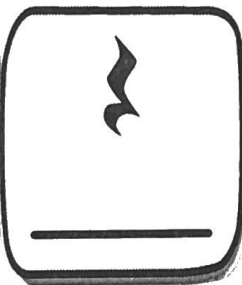
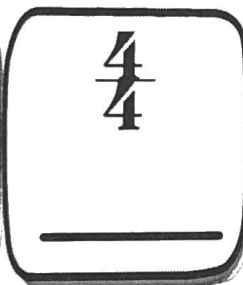
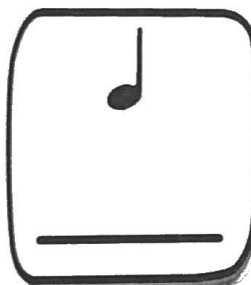
Date: \_\_\_\_\_

## Unit 1 Worksheet

Write the name of each hand sign under each solfege on the line below.



Write the name of the rhythm under each symbol on the line below.



Sing the following solfege singing exercise below.

**Mi**

**Re**

**Do**



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 2 Worksheet

Sing the following Vocal Exercise Below.



Sing the following Vocal Exercise Below.



Sing the following Vocal Exercise Below.



Name: \_\_\_\_\_

Date: \_\_\_\_\_

## Unit 1 Worksheet

Sing the following Vocal Exercise Below.



Sing the following Vocal Exercise Below.



Sing the following Vocal Exercise Below.

