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Music 295A, Section 002
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OBJ: Upon hearing the teacher sing duple and minor patterns along with singing a minor and duple song with piano accompaniment the SWABT sing minor and duple patterns and the song correctly.

ACTIVITY: Teaching a song with accompaniment

TASK: The student will be able to echo duple and minor songs and patterns after the teacher models

MATERIALS: Song: The Secret, Piano

PROCEDURE:

T: Introduction:

“Today I have a something I really want to tell you, are you ready...it’s about...oops! I can’t tell you...it’s a secret and I promised that I would not tell anyone, but maybe after this song you will find out.”

T: Ask the students to pat Macrobeat

S: Pat Macrobeat

T: Sing the entire song with piano accompaniment and gesture for the students to echo the resting tone in E.

S: Pat Macrobeat during song and then sing resting tone in E

T: Explain that the part of the song the students will be learning will be the chorus of the song.

T: Sing short phrase 1 with piano accompaniment and sings resting tone in E and gestures for students to echo resting tone in E

“We have a secret just we three”

S: Echo resting tone in E

T: Sing short phrase 2 with piano accompaniment and sings resting tone in E and gestures for students to echo resting tone in E

“The robin, and I, and the sweet cherry tree”

S: Echo resting tone in E

T: Sing short phrase 3 with piano accompaniment and sings resting tone in E and gesture for students to echo resting tone in E

“The bird told the tree and the tree told me”

S: Echo resting tone in E

T: Sing short phrase 4 with piano accompaniment and sings resting tone in E and gestures for students to echo resting tone in E.

“And nobody knows it but just us three”

S: Echo resting tone in E

T: Evaluate students singing and begin to warm them up. Ask them to stand and stretch to the sky and then let their body fall over releasing all tension and then ask them to slowly rise with their head floating to the top.

S: Complete above warm up

T: Demonstrate a vocal glissando, using piano with hand motion and gesture for students to echo

S: Echo vocal glissando and hand gesture

T; Evaluate students singing recommending techniques such as lighter voice and more listening to the others around them

T: Play a vocal warm up on piano, demonstrate using voice and have students echo while going up chromatically 4 notes.

S: Echo vocal warm up

T: ask students to sit down but sit tall and relaxed

S: Sit down tall and relaxed

T: Sing cadential melodies in minor with Kodaly Symbols, Sing Minor rests on La and Gesture for students to echo

S: Echo cadential melodies with Kodaly symbols, Minor rests on La

T: Sing La Do Mi and Gesture for students to echo

S: Echo La Do Mi

T: Sing Mi Do La and Gesture for students to echo

T: Sing La Re Fa and Gesture for students to echo

S: Echo La Re Fa

T: Sing Fa Re La and Gesture for students to echo

S: Echo Fa Re La

T: Sing See Ti Mi and Gesture for students to echo

S: Echo See Ti Mi

T: Sing Mi Ti See and Gesture for students to echo

S: Echo Mi Ti See

T: Sing La Do Ti See La

S: Echo La Do Ti See La

T: Pat Macrobeat, have the students pat Macrobeat

S: Pat Macrobeat

T: Sing short phrase 1 while playing the melody and gesture for students to echo melody with melodic accompaniment

“We have a secret just we three”

S: Echo short phrase 1 with melodic accompaniment

T: Sing short phrase 2 while playing the melody and gesture for students to echo melody with melodic accompaniment

“The robin, and I, and the sweet cherry tree”

S: Echo short phrase 1 with melodic accompaniment

T: Sing short phrase 3 while playing the melody and gesture for students to echo melody with melodic accompaniment

“The bird told the tree and tree told me”

S: Echo short phrase 1 with melodic accompaniment

T: Sing short phrase 4 while playing the melody and gesture for students to echo melody with melodic accompaniment

“And nobody knows it but just us three”

S: Echo short phrase 1 with melodic accompaniment

T: Sing long phrase A while playing piano accompaniment and gesture for students to echo with piano accompaniment

“We have a secret just we three, the robin and I and the sweet cherry tree”

S: Echo long phrase A with piano accompaniment

T: Sing long phrase B while playing piano accompaniment and gesture for students to echo with piano accompaniment

“The bird told the tree and the tree told me, but nobody knows it but just us three”

S: Echo long phrase B with piano accompaniment

T: Ask the students to sing the part of the song they know in their heads while playing piano accompaniment and singing. Gesture for students to sing resting tone in E

“We have a secret, just we three,
The robin, and I, and the sweet cherry-tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.”

S: Sing known-portion of the song in their head sing resting tone in E

T: Give a ready-sing “Now everyone let’s sing” and have students sing their known portion of the song while playing piano accompaniment.

S: Sing portion of the song they know

“We have a secret, just we three,
The robin, and I, and the sweet cherry-tree;
The bird told the tree, and the tree told me,
And nobody knows it but just us three.”