

Lesson Plan: Choral Warm Up

Teacher: Colleen Gilgan

Grade Level: 9th Grade

Standards:

MU:Re7.2.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

MU:Cn10.0.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music

Objectives:

By the end of the warm up, 9th Grade Choral students will apply proper alignment by keeping their feet, knees, and heads in a relaxed position with a success rate of 90%.

By the end of the warm up, 9th Grade Choral students will sing with full breath support with a success rate of 90%.

By the end of the warm up, 9th Grade Choral students will sing legato and staccato phrases with significant difference at a success rate of 90%.

By the end of the warm up, 9th Grade Choral students will explain in their own words how the gesture used affects their vocal production.

Stretch:

1. Ask students to stand and gently move their arms and legs to loosen the body.
2. Ask students to raise their arms and stretch up towards the ceiling.
3. Have students bend over at the waist and stretch down toward the floor.
4. As they are bent over, ask students to slowly roll up for eight counts with their head being the last to come up.
5. Count to 8 as the students roll up to a natural standing position.

Align:

1. Ask students to place their feet in a natural, comfortable position around shoulder-width apart, feeling the floor with both feet, and keep their knees in a released and comfortable position.
2. Ask students to find the center point on the top of their heads and point to it with their finger.
3. Have students move their heads left and right underneath their finger.
4. Ask students to find the top of their jaw in front of their ears with their fingers.
5. Have students move their heads up and down and feel the movement at that joint.
6. Ask students to “bobble” their heads between these directions to find a natural, comfortable upright position over their bodies.

Sigh:

1. Ask students to do a relaxed sigh from high to low on “oo.”
2. Depending on sound and technique observed, ask students to sigh again with space in their mouth and a high tongue.

Breath:

1. Ask students to take 2-3 deep breaths in through their nose and out through their mouth.
2. Have students pretend to hold a beach ball and take a “singing breath” to fill the ball.
3. Ask them to release their air in four short puffs while they move their arms to show the beach ball losing air.
4. Do this exercise 2-3 times.

Support:

1. Ask students to do a lip trill exercise of “do - sol - do” starting in Eb Major on Eb4.
2. Repeat this exercise in ascension to C Major (C5) by half steps.

Resonance:

1. Ask students to do a resonance exercise on “nju” (new with a j glide) of “sol - mi - do” starting in C Major on G4.
2. Repeat this exercise in ascension to A Major (E5) by half steps.
3. After 2-3 times, ask students to sing very nasal and “ugly.” Have them sing it twice more, then ask them to keep the nasal resonance but open up the space.

Vowel Development:

Purpose: Sing proper oo and ee vowels

1. Ask students to do a vowel development exercise “do - sol - do - x / do - sol - do - x / sol - fa - mi - re - do” on “yoo ee oo.” The exercise will start in D Major on D and ascend by half steps to C Major (C5).
2. Have students sing this 2-3 times, then ask them to spin a circle around their lips to round the oo vowel.
3. Explain to the students that we want rounded lips, a high tongue, and still space from a lifted palate.

Range Extension:

Purpose: Extend upper range, free throat, engage lower body

1. Ask students to sing range exercises of “do / ^do - so - mi / do” on “I love to sing” starting in Bb Major and ascending by half steps to G Major (G4).

2. Have students do this 2-3 times, then ask them to bend their knees on the highest note of the exercise while extending their arms up and out on the descending passage.
3. Ask the students what differences they felt using the gesture.
4. Repeat the exercise to the final key.

Purpose: Extend lower range, maintain forward focus and head tone

1. Ask the students to sing range exercises of “so - mi - do” on “wee wee wee,” sliding between the notes. The exercise will start in D Major on A4 and descend by half steps to C Major (G3).
2. Have students do this 2-3 times, then ask them to move their hands in toward each other in small bursts on each note.
3. Ask the students what differences they felt using the gesture.
4. Repeat the exercise to the final key.

Specific Style:

Purpose: Sing legato vs staccato

1. Ask the students to sing exercise of “do - mi - sol - do / sol - mi - do” on “eee aw.” The exercise will start in Eb Major on Eb 4 and ascend by half steps to G Major (G4). The first three notes of the exercise are staccato, while the final four are legato and connected.
2. Have students do this 2-3 times, then ask them to pretend to throw darts to a dartboard that is very close and then throw a dart to a dartboard across the room.
3. Ask the students what differences they felt using the gesture.
4. Repeat the exercise to the final key.

Expression:

Purpose: Show expression and connect with classmates

1. Ask the students to sing “Guten Morgen” exercise starting in F Major. The exercise will ascend by half steps three times.
2. Have students sing the exercise to each other and greet each other by waving or shaking hands or something of their choice.
3. Ask students to show the expression in their faces and their voices as they sing to each other.

Audiation:

Purpose: Listen to and tune to other parts

1. Ask the choir to sing an A. Have the altos and baritones drop a fifth to D.
2. Have the students sing their note, raise a half step, lower back to their note, lower a half step, and then raise back up to the original note.
3. Ask the students to listen to each other and focus on another part that isn’t their own.
4. Have the students do the exercise again.