

Gateway #2 Lesson Plan	
Name: Starr Desmond	Date: April 1, 2021
Lesson Title: Stand By Me (but 6 feet away please)	
Lesson Objectives/Instructional Outcomes Students will be able to: -Participate in the following exercises: Centering and Grounding Physical Rhythmic Vocal -Answer guided listening questions relating to “Stand By Me” -Sing mm 17-23 of “Stand By Me” with Logic Tracks at 84 BPM, 94 BPM and at tempo 104 BPM -Reflect on their own work in the class through the google form sent out at the end of class	
Relationship to Overarching Learning Goals -This song will expand the students musical repertoire in singing a more modern Soul Rock piece. -This lesson will introduce students to 8th note syncopation and the soloist to 16th note rhythmic vocal runs. -This lesson supports the next lesson in the instructional sequence by introducing the students to learn the syncopated feel the song. This lesson also helps introduce a style of singing that is very popular in a cappella, blocked chord singing. Blocked chord singing is when the vocal parts sing the same words in unison, imitating a piano-like sound with their voices.	
Instructional Materials/Resources: -Computer to access ZOOM -Roger Emerson’s SAB arrangement of “Stand By Me”	
Anticipated Student Misconceptions: -Connection Issues and Lagging over ZOOM -The syncopated 8th notes mm 17 - 23 in the Sop. and Alto parts -Shyness in ZOOM when being asked to come off mute and sing alone	
Concept Prerequisites (previous knowledge required): -How to access and work ZOOM	
Introduction/Doorway in: 2 min: Introductions -Introduce myself to the class, say my pronouns, say my emotional weather (ex: Sunrise because I am just starting my day) -Go around the room and have everyone share their introduction and emotional weather 1 min: Overview -Share screen on ZOOM and show power point that has objects and list of activities for the lesson 1 min 30 sec: Centering and Grounding Exercise -Have students sit up straight with their feet planted onto the ground -Have students rub their hands together and place them over their eyes, then close their eyes -Remind students to breathe in and out, and to take deep breaths -After 1 minute have the students open their eyes behind their hands, then remove their hands	

Instructional Activities:

2 min: Introductions

- Introduce myself to the class, say my pronouns, say my emotional weather (ex: Sunrise because I am just starting my day)
- Go around the room and have everyone share their introduction and emotional weather

1 min: Overview

- Share screen on ZOOM and show power point that has objects and list of activities for the lesson

1 min 30 sec: Centering and Grounding Exercise

- Have students sit up straight with their feet planted onto the ground
- Have students rub their hands together and place them over their eyes, then close their eyes
- Remind students to breathe in and out, and to take deep breaths
- After 1 minute have the students open their eyes behind their hands, then remove their hands

2 min: Physical Exercise

- Gently start massaging face starting at the forehead
- Then move to cheeks and temples
- Then move to jaw and chin
- Then neck and under chin
- Massage under chin where tongue is
- Then push tongue forward to the front of your mouth and hold for 30 seconds. (I will show an example of this)

Check-In - Ask how everyone is feeling using thumbs up, down and middle system

2 min: Rhythmic Exercise

- Pat pulse on chest, tap the rhythm on mm 17 in the Sop. & Alto line
 - Show students once, while everyone pats pulse
 - Have students join in when they are ready (loop 2 measure rhythm 3 times)
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system***
- If thumbs are all up, ask for a volunteer to come off mute to demonstrate rhythm
 - If some thumbs are down or in middle, try again as a whole class
 - If needed check-in again - Ask how everyone is feeling using thumbs up, down and middle system*

3 min: Vocal Exercise

- Sirens, high to low then low to high
 - Using the rhythm on mm 17 in the Sop. & Alto line, do-sol-do-do-do. Using vowels: ah, oh, ee, oo
 - Start exercise above on G below middle C, stop at C above middle C
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system***

1 min: Score Study

- Ask students to pull out "Stand By Me" and turn to page 2
- Ask the following question "Does anyone recognize a rhythm in their score that we did today in our warm-ups?"
- Yes! It's the rhythms that the Sop. & Alto parts sing from mm 17 - 23

2 min: Alto Sing & Sopranos say the words on the rhythm softly

- Share my screen to my logic project and solo the alto line
 - Have them listen to it once and mouth the words
 - Have them sing it at the 84 BPM two times
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system* (Repeat step above if necessary)**

2 min: Soprano Sing & Altos say the words on the rhythm softly

- Share my screen to my logic project and solo the soprano line
 - Have them listen to it once and mouth the words
 - Have them sing it at the 84 BPM two times
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system* (Repeat step above if necessary)**

2 min: Altos and Sopranos Sing together

- Share my screen to my logic project and solo the soprano & alto line
 - Have them sing it at the 84 BPM two times
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system* (Repeat step above if necessary)**
- Have them sing it at the 94 BPM two times
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system* (Repeat step above if necessary)**
- Have them sing it at tempo - 104 BPM two times (also adding in the solo on the second time)
- *Check-In - Ask how everyone is feeling using thumbs up, down and middle system* (Repeat step above if necessary)**

2 min: Student Modeling & Reflection

- Ask the class for a volunteer who would like to come off mute and sing along with the other parts on logic
- So if a soprano volunteers, mute the soprano track, if an alto volunteers, mute the alto track
- Share google doc in folder, so I can get anonymous student feedback and they can have time to reflect

Differentiation According to Student Needs:

Indicate the strategies you will use to address diverse student learning needs. Include accommodations for students with an IEP or 504, cultural, or linguistic needs.

- Send out lesson plan to student a head of class so that they have more time to prepare
- Send out practice videos and tracks to students who may need more time with certain exercises
- Type out directions in the chat, so that students can refer back to it at any time during the activities in class

Assessment (Formative and Summative):

- Showing that they are participating with their ZOOM video on during the 20 minute class
- Participating in the Thumbs Up or Down exercise to help me assess how much/ how fast that they are learning
- By answering the guided listening questions and participating in post-class reflection

Framework Alignment:

Select, analyze and interpret artistic work for presentation. Identify basic strategies musicians use to practice and employ them in readying a musical work for performance. (7-8.M.P.04)

Perform music, alone or with others, with expression and technical accuracy, and appropriate interpretation. (MU:Pr6.1.4a)