

	<b>Song Material</b>	<b>Process</b>	<b>Supplies Needed</b>	<b>Curricular Goals</b>
<b>Warm-ups</b>	<i>If You Dance</i>	Traditional Warm-ups Rhythmic Dictation: <i>If You Dance</i> Read rhythm on counts Minor Scale in E - natural on solfege Sing entire song, eventually moving to a canon	Dictation Boards	1. Gain student focus 2. Have students breathe consciously with proper breath support and groundedness. 3. Have students notate rhythms containing eighth, half, and quarter notes. 4. Sing a minor scale using solfege. 5. Part singing.
<b>Transition</b>		1. Have students transition to a circle singing "Together" using the rhythm ♩ ♩ ♩ on low la		1. Practice a rhythmic element from "If You Dance"
<b>Game</b>	<i>If You Dance</i>	All students play do <i>If You Dance</i> movement After, go back to rhythmic ostinato on "Together"		1. Part singing 2. Singing while moving
<b>Transition</b>	I Have Who Has with 1st part of <i>Takeda</i>	1. Have students read ostinato accompaniment to <i>Takeda no komoriuta</i> from hand signs. (l, d d r d l, s, d l,) 2. Have them sing the ostinato as they return to their seats.		1. Reading signed notation
<b>Major Task</b>	<i>Takeda no komoriuta</i>	2. Read rhythm cards taped to the board. Review rhythmic values. 3. Have students repeat cards with new musical element (breath) 4. Have students repeat cards, taking away one rhythmic pattern each time (students must perform from memory) 5. Have students find passage in octavos. 6. Students sing music until new section; say rhythms (since pitches have not been learned) 7. Have half of the students sing the ostinato on pitches while the other students say the rhythm of measures 1-8. Switch.	Octavos, rhythm cards, poster with ostinato written in stick notation	1. Sing on solfege to reinforce melody and tuning. 2. Practice reading rhythmic passages on counts. 3. Memorize passage
<b>Transition</b>		1. Have students recall do from <i>Takeda no komoriuta</i> . 2. Rename as sol and have students sing a descending five note scale down to the new do. 3. Have students sing a C-major scale.		1. Ear-training (recalling do) 2. Major scale
<b>Minor Task</b>	<i>Ton The</i>	1. Show a major scale written on the board. Have the students sing the scale on solfege. 2. Have the students sing a new pattern: d-r-m-f-s-l-s-l-t-d' 3. Change the pattern to d-r-m-f-s-l-s-s-l-t-l-s-l-t-d' 4. Have the students audiate the l (in s-l-t-d and t-l-s) 5. Skip over the l: d-r-m-f-s-l-s-s-t-s-l-t-d'. Name as pattern 1. 6. Sing the same thing, this time audiating the final l and t. 7. Remove from pattern, leaving d-r-m-f-s-l-s-s-t-s-d'. Name as pattern 2. 8. Add a s to the beginning of each pattern as a pick-up. 9. Ask the students to look at the first two pages of the score to determine if pattern 1 or pattern 2 comes first. 10. Sing patterns in order using solfege.	Patterns written on board Octavos	1. Reading written notation using solfege. 2. Practicing manipulated major scales 3. Preparing and presenting skips to a leading tone 4. Navigating a choral octavo.