

## **Vocal Warm Ups**

**Concept/Goal:** Students will use varied vocalises to achieve warming up for different techniques

**Materials:**

Piano (or pitch pipe)

**National Standards:**

**MU:Pr4.1.E.II.a** Use provided criteria to select varied repertoire based on form, musicianship skills of the individual or ensemble, and purpose of the performance.

**MU:Pr4.3.E.II.a** Identify and demonstrate expressive qualities in varied repertoire that relate to context and expressive intent.

**Objective(s):**

Choir will sing vocalises with different technical approaches to prepare for the repertoire of the day.

**Classroom Management- (grouping(s), movement/transitions, etc.):**

SATB sectional divisions - I will engage them initially with non verbal cues, like an opening chord on the piano or by stepping onto the podium with an attention-getting stance.

**Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.):**

I will be looking merely for participation. The non verbal cues of playing chords on the piano and other students joining in would cause a ripple effect of attention in the rest of the choir.

**Set-up/Prep:**

Pre-planned vocalises that compliment the styles of the semester's chosen repertoire.

**Explain: (concepts, procedures, vocabulary, etc.)/Review (wrap up and transition to the next activity):**

Use the explanations on how the vocalises are linked to the repertoire to transition into the rest of the class period. Also explain the importance of vocal health and how warming up prevent strain.

**Formative Assessment/Summative: (linked to objectives):**

Repeatedly use the varied vocalises stretched over a few class periods. The style improvements in the repertoire should be reflective of how the vocalises are assisting.