

REHEARSAL PLAN:

Praise the Lord

Objectives: (The students will be able to . . .)

1. Students will be able to sing the melody of the piece with accurate rhythm and proper articulation.
2. Students will be able to sight-sing the accompanying parts (STB) from p. 2 on solfege.
3. Students will be able to sing page 2 in four parts with accurate rhythm, detached articulation and a sense of balance between voice parts (esp. melody).

Sequence:

Introduction – teach melody by rote

<i>micro-objectives</i>	<i>teaching strategies</i>
accurate rhythm on syncopations	-isolate “praise God’s holy name Alleluia” -chant on counts
clear diction	-speak in rhythm; isolate “pr”; sing without consonants
slightly detached articulation	-sing on “pah” instead of text

[Rehearsal Block – p. 2]

1st chunk – Page 2 last two measures add soprano part

<i>micro-objectives</i>	<i>teaching strategies</i>
sight-singing soprano on solfege	-identify key and syllable – sing in rhythm – listen for do-la interval, tuning on mi -have tenor read with them
balance and tune soprano part with melody	-have soprano on solfege first for balance with other voices singing melody on text. - have soprano sing “lu” if necessary to soften

2nd chunk – Page 2 last two measures add tenor part

<i>micro-objectives</i>	<i>teaching strategies</i>
sight-singing tenor on solfege	-identify key and syllable – sing in rhythm – listen for do-la and sol-do-mi-re-do interval, tuning on mi, make sure they get difference from soprano
balance and tune tenor part with melody	-sing alone with soprano on solfege and text to balance and tune then add melody back

3rd chunk – Page 2 last two measures add bass part

<i>micro-objectives</i>	<i>teaching strategies</i>
sight-singing bass on solfege	-identify key and syllable – sing in rhythm – listen for switch to “do” at syncopation
balance and tune bass part with melody	-have bass on solfege first for balance with other voices singing on text. - sing on pah to reinforce rhythm and articulation if necessary - chant text if necessary
Four-part texture reinforce rhythm, diction, articulation	
Add first two bars of page two	

Closure – Entire piece

Read from beginning with all on melody – switch to parts at page 2.