

**Grade Level:** 7th

**Subject Area:** Choral Music

**Materials Needed:** Sheet music for Rollo Dilworth's arrangement of the traditional spiritual, "Hush! Somebody's Callin' My Name"

**Standards:**

- 1. Singing alone and with others, a varied repertoire of music
- 3. Students improvise melodies, variations, and accompaniments.
- 5. Students read and notate music.
- 6. Students listen to, analyze, and describe music.
- 7. Students evaluate music and music performances.
- 9. Students understand music in relation to history and culture.

**Objectives:**

- Students will know the rhythms of the first verse of the song (m. 22-38).
- Students will understand how their part fits into the ensemble.
- Students will be able to sing the correct rhythms under performance tempo of the first verse.
- Students will demonstrate their knowledge and skills by singing the verse correctly as an ensemble.
- Prior knowledge consists of the ability to sight-read basic rhythms with guided instruction.
- These objectives are tied to Standard 1 and 5.

**Learning Activities:**

- Greet the students warmly and begin "Bell ringer" rhythms warmup (rhythm based on the rhythms of m. 21-25 in "Hush, Somebody's Callin' My Name").
- Vocal warm up: ma-o-ma-o-ma, ni---ah---, fli-fli-flah----.
  - In the middle of each of these exercises, stop and guide students to use correct posture, vowel shape/resonance, and energy/enthusiasm.
- Students are seated and take "Hush, Somebody's Callin' My Name" out of folders.

- Speak to them briefly about African-American Spirituals and the slavery of African-American people (Standard 9).
- Turn to pg. 5 and have students sing to m. 38 on their own with help from piano.
- Tell students of how well they did sight-reading.
- Start at m. 21 at a slower tempo and have students clap the entrance and first beat of m. 22. Do this several times until all of the students are correct.
- *There is a student with Dyslexia in my class. I have the whole class take a blue colored highlighter/pencil and shade in the measures we are working on today to not single out the exceptional student.*
- Have students count the beat out loud ("One-and-Two-and-Three... etc."). Then have students sing and clap the beat. Students should be able to relate this information to the rhythm "bell ringer" at the start of class.
- Keep adding measures until m. 25. Stop and work on m. 24 if need be. At m. 25-29 rhythms divisi.
- Repeat counting and clapping and singing rhythms until correct. To keep this part of the lesson from getting boring, have students improvise their own percussion on the rhythms by using different parts of their body or feet to clap, stamp, pat, or slap the rhythms (Standard 3: Improvisation).
- Move around the front of the classroom as these activities are taking place to manage discipline and behavior.

**Assessment:** Students will be assessed based on if they participated with the activities for the day and how successful they were (Standards 1, 5, 6). Students will be retaught by clapping the rhythms again to jog their memories in the future.

**Reflection:**