

Senwa Dedende rehearsal plan

Targeted Specific Curriculum Expectations (<i>grade nine music</i>)	Learning Goals (<i>my interpretation of the targeted expectations for the context of this lesson</i>)
A2.1 apply the elements of music and related concepts appropriately when interpreting and performing notated music	-sing repertoire with accurate pitch and intonation -sing maintaining a consistent tempo; -sing with tone colour [vocal production] appropriate to the repertoire (a full, supported sound)
B3.2 describe the development of their musical skills and knowledge, and identify the main areas they will focus on for improvement	-identify aspects of the performance that still need work -be able to suggest what they themselves, other individuals, or the group needs to improve

Prep: <i>write full song lyrics on board (visual support for aural learning)</i>	Room Setup: <i>chairs in rows, front of class clear with piano to the side but accessible for getting pitches, students begin sitting in chairs</i>
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Step-by-Step Plan:

--I welcome class, introduce myself, say:

--“This class is about learning with music, so let’s get going! I’d like you to sing a song with me, a song from Ghana.”

--I sing through the song, pointing to words on board

--I explain meaning of words (*a mother calling in a child, or welcome home warrior*)

--I sing the song in chunks, pointing to words, students (still in chairs) echo back (sing repertoire with accurate pitch and intonation)

--I invite students down to floor, 2 rows—taking time to position students so all have space, are comfortable, can see me and the board

--I lead brief stretch to limber up, vocal sighs to re-boot/warm up voice

--I sing through with students, all together, pointing at words on board, encouraging a fully supported sound (sing with tone colour [vocal production] appropriate to the repertoire)

--I demonstrate actions: step step clap (quarter quarter half in fast 4)

--we all sing it through together again, with actions

--front row turns to face back row and students sing through, clapping partners’ hands

--face forward again, try 2-part round, front row starts then back row (no actions)

--front row faces back row, 2-part round, with actions

--I position students in concentric circles (front row on inside facing out)

--explain circle moving: move to left, small steps, facing a different person for each clap

--students try it out (moving in circles) singing in unison, then in two-part round

--check in re: consistent tempo (sing maintaining a consistent tempo)

--back to rows, 3-part round, encourage listening to lock into harmonies (sing repertoire with accurate pitch and intonation)

--I send students back to seats while...

--I explain road map for performance, writing on board:

- unison in rows
- 2-part round moving into circle,
- 2-part round with clapping and circle rotation (twice through)
- 2-part round moving back to rows
- 3-part round

--rehearse the entire piece with choreo, pointing to the board to indicate where we are on the road map, stopping and fixing as necessary

I need to be prepared to accommodate by...

--joining in myself if numbers are uneven

--inviting students to check in with a peer if having difficulty with melody, words, choreo, or structure/ road map

--modifying expectations (e.g. stick with unison or 2-part singing, simplify/ modify choreography)

I need to remember to...

--praise achievement

--encourage full, well-supported vocal sound (-sing with tone colour [vocal production] appropriate to the repertoire)

--check pitch occasionally

--keep an eye out for individuals struggling

--check for understanding: *Is this making sense? Is this clear?*

--seek student input: *Anything we need to work on?* -identify aspects of the performance that still need work

How can we make that transition work? What can we do to tighten up the choreography? Any suggestions for making this better? (-be able to suggest what they themselves, other individuals, or the group needs to improve)

Senwa Dedende

from Ghana

Choir 1
Sen-wa de-den-de sen-wa___ Sen-wa de-den-de sen-wa___ Senwa de - den - de Senwa de - den - de Senwade - den - de sen-wa___

stomp & clap
left right clap left right clap clap left right clap left right clap clap left right clap left right clap clap left right clap left right clap

Choir 2
Sen-wa de-den - de sen - wa___ Sen-wa de-den - de sen - wa___ Senwa de - den - de Senwade - den - de Sen-wa de - den - de sen-wa___

Choir 3
Sen-wa de - den - de sen-wa___ Sen-wa de - den - de sen-wa___ Senwa de - den - de Sen-wa de - den - de Sen-wa de - den - de sen-wa___

--whole group sings together, no clapping (once through)

--2 groups sing in round, moving into double circle position: choir one forms inner circle facing out, choir two encircles them facing in (twice through)

--still singing in round, add clapping and double circle rotation* (twice through)

--stand still and sing, adding in choir 3 part (twice through)

*always lead with left foot