

Senwa Dedende rehearsal plan

Targeted Specific Curriculum Expectations (grade nine music)	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: write full song lyrics on board (visual support for aural learning)	Room Setup: chairs in rows, front of class clear with piano to the side but accessible for getting pitches, students begin sitting in chairs
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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>I need to be prepared to accommodate by...</i>	<i>I need to remember to...</i>
--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)	--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: <i>Is this making sense? Is this clear?</i> --seek student input: <i>Anything we need to work on?</i> -identify aspects of the performance that still need work <i>How can we make that transition work? What can we do to tighten up the choreography? Any suggestions for making this better?</i> (-be able to suggest what they themselves, other individuals, or the group needs to improve)

Senwa Dedende

from Ghana



Choir 1
stomp & clap

Sen-wa de-den-de sen-wa
Sen-wa de-den-de sen-wa
Senwa de-den-de Senwade-den-de Senwade-den-de sen-wa

left right clap left right clap 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 Senwade-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 Senwade-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