

Teresa Falter: History of Oh, Holy Night

Grade: 7		Subject: Music-Choir
Materials: Piano, warmups, history of "Oh, Holy Night"		Technology Needed:
Instructional Strategies: <input type="checkbox"/> Direct instruction <input type="checkbox"/> Peer teaching/collaboration/cooperative learning <input type="checkbox"/> Guided practice <input type="checkbox"/> Visuals/Graphic organizers <input type="checkbox"/> Socratic Seminar <input type="checkbox"/> PBL <input type="checkbox"/> Learning Centers <input type="checkbox"/> Discussion/Debate <input type="checkbox"/> Lecture <input type="checkbox"/> Modeling <input type="checkbox"/> Technology integration <input type="checkbox"/> Other (list) <input type="checkbox"/> Other (list)		Guided Practices and Concrete Application: <input type="checkbox"/> Large group activity <input type="checkbox"/> Hands-on <input type="checkbox"/> Independent activity <input type="checkbox"/> Technology integration <input type="checkbox"/> Pairing/collaboration <input type="checkbox"/> Imitation/Repeat/Mimic <input type="checkbox"/> Simulations/Scenarios <input type="checkbox"/> Other (list) Explain:
Standard(s): MU:Re7.2.E.II a. Identify and explain how context and elements of music inform a response to selected music. MU:Pr4.2.E.I a. Analyze how musical elements and context of musical works inform performances.		Differentiation Below Proficiency: Students will not be able to explain the context of "Oh, Holy Night." Students will be prompted by questions to try to help them recall the story of the piece. Above Proficiency: Students will be able show through their performance their understanding of the concept and use the musical elements to help inform their performance. Students will be challenged to think about how the musical elements and context work together to create a more informed performance. Approaching/Emerging Proficiency: Students will be able to understand and explain the history of "Oh, Holy Night" and explain how this informs their performance. Modalities/Learning Preferences: Auditory-hearing each other sing, piano, listening to history of "Oh, Holy Night." Kinesthetic-arm motion in warm-ups. Visual-sheet music.
Objective(s): By the end of class students will be able to explain the history of "Oh, Holy Night" to give context to how and why the piece was written to inform their performance of a piece. Bloom's Taxonomy Cognitive Level: Remembering-the facts about "Oh, Holy Night."		
Classroom Management- (grouping(s), movement/transitions, etc.) Students will sit in assigned spots by voice part (all sopranos together, etc.).		Behavior Expectations- (systems, strategies, procedures specific to the lesson, rules and expectations, etc.): Students will be expected to sit quietly in their chairs unless instructed to do otherwise. When getting ready sing, students need to get their music out.
Minutes	Procedures	
	Set-up/Prep: Practice warm-ups.	
5 minutes	Engage: (opening activity/ anticipatory Set – access prior learning / stimulate interest /generate questions, etc.) Warm-ups: Oo-ee-descending scale from 5 to 1. Go up in pitch each time. Po-po-po on 1-3-5-3-1 going down each time. I love to sing-go up each time. "Throw frisbee" (move arm like throwing frisbee) on "love."	
5 minutes	Explain: (concepts, procedures, vocabulary, etc.) History of "Oh, Holy Night": Lyrics were written by Placide Cappeau. He lived near Avignon, France. His priest asked him to write a poem. Through some of his friends, he was able to the poem to famous composer Adolphe Adam to set it to music. "Cantique de Noel" was premiered and Cappeau's home parish for Christmas services in 1847. The song was famous at first, but when word got around that Cappeau was atheist, the piece was banned from Catholic churches. Eventually, rumors died down and the piece was allowed back in churches. In 1906, "Oh, Holy Night" was the first Christmas song to be transmitted over the radio. Source: http://christmascarols.us/history/o_holy_night.aspx Explain that when singing a piece if we know the history and context of it, we can use this to inform our performance. This can give our singing more musicality and help us to depict the composer's intent.	
	Explore: (independent, concrete practice/application with relevant learning task -connections from content to real-life experiences, reflective questions- probing or clarifying questions) Classroom teacher led students through "Oh, Holy Night."	
	Review (wrap up and transition to next activity):	

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<p>Formative Assessment: (linked to objectives) Progress monitoring throughout lesson- clarifying questions, check-in strategies, etc. If I had heard the students sing "Oh, Holy Night" before and after learning about the history of the piece, I could have listened for differences in how they sung the piece.</p> <p>Consideration for Back-up Plan: If no difference was noticed, then I could have guided the students through ways to think about performing with the context in mind. I.e: imagine you're singing the piece on some new social media platform or some new technology for the first time. No one has ever done it before. Or imagine singing it in a big cathedral in Europe at Christmas. No one has ever heard this piece before, but you know it's amazing.</p>	<p>Summative Assessment (linked back to objectives) End of lesson: At the performance, the students should be able to demonstrate that they understand the context of the piece through their performance.</p> <p>If applicable- overall unit, chapter, concept, etc.:</p>
<p>Reflection (What went well? What did the students learn? How do you know? What changes would you make?): I believe that the students were engaged while I was teaching. They were very attentive and responsive during warmups. I noticed a difference in the sound they produced after I gave feedback. While I was talking about the history of "O, Holy Night," they were very attentive. If I were to teach this again, I would relate the fact that "O, Holy Night" was the first song to be transmitted over the radio to something today. I would ask the students to come up with examples (ie: the first song to be transmitted over some new technology). I also would ask students what things they will think about when they are singing to assess their understanding.</p>	