



Chamber Choir Virtual Learning

High School Active Listening

May 13, 2020



High School Chamber Choir Lesson: May 13, 2020

Objective/Learning Target: students will be able to evaluate two choirs and give specific feedback and critique using our choral vocabulary

BELL WORK

- Complete this [google form](#)

AIR HUGS!

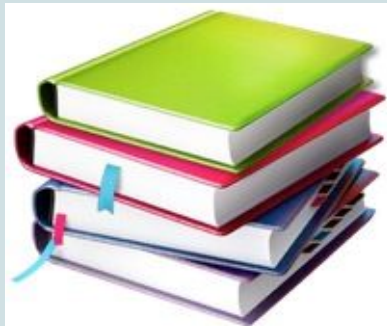


A word cloud featuring various musical terms in different colors and orientations. The words are arranged in a roughly circular pattern. The largest word is "Listening" in green. Other prominent words include "Teamwork" in pink, "Balance" in teal, "Tone" in green, and "Phrasing" in orange. Smaller words include "Blend", "Breathing", "Preparation", "Diction", "Intonation", "Tuning", "Accuracy", "Technique", "Dynamics", "Musicianship", and "Theory".

Blend
Breathing
Preparation
Balance
Tone
Phrasing
Listening
Diction
Teamwork
Intonation
Tuning
Accuracy
Technique
Dynamics
Musicianship
Theory

LESSON: GLOSSARY

- Tone Quality: a unified sound throughout the choir (bright, dark, warm, light, etc)
- Blending: when all the sections are listening to each other and no individual voices are heard
- Intonation: singing in tune together
- Diction: enunciating the words so the audience can understand the text
- Vocal Technique: using the voice in a healthy way
- Accuracy: the correct pitches and rhythms
- Dynamics: the volume of the ensemble



LESSON

- You will be comparing and contrasting the following two recordings.
- Write about what each group does well and what they would need to work on
- What do you hear that is the same? What is different? Why?

The two choirs that you will listen to are **singing the same song**. One is a high school group the other is a college group. Keep that in mind when listening!

* Notice the difference between their tone, tempo, artistic choices, expression, and diction.

CHOIR #1

Keep in mind, this is the college choir!

Listen for:

- Phrasing
- Diction
- Dynamics
- Tone quality
- Expression



CHOIR #2

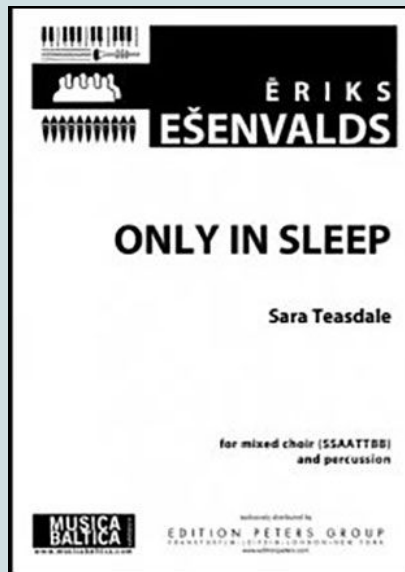
Listen for:

- Phrasing
- Diction
- Dynamics
- Tone quality
- Expression



ABOUT THE SONG

1. Title: Only in Sleep
2. Composer: Eriks Esenvalds
 - a. Latvian composer
3. Written in 2010
4. Poetry: Sara Teasdale
5. Soprano solo throughout the entire piece
6. Written for SSAATTBB or SSSAAA
7. Tells a beautiful story



Only In Sleep

Only in sleep I see their faces,
Children I played with when I was a
child. Louise comes back with her
brown hair braided,

Annie with ringlets warm and wild.

Only in sleep Time is forgotten—

What may have come to them, who can
know?

Yet we played last night as long
ago,

And the dollhouse stood at the turn
of the stair.

The years had not sharpened their
smooth round faces,
I met their eyes and found them
mild—

Do they, too, dream of me, I wonder,
And for them am I too a child?

REFLECTION

1. What did you like about the song?
2. Did you notice differences in how each group sang the same piece? Similarities?
3. Did you notice any tone quality differences? Similarities?
4. How was their diction? Dynamics?

Art can be expressed so many different ways!



MORE PRACTICE

[O Salutaris Hostia](#)

[Stars](#)

[Long Road](#)

Here are more songs by this composer!

Think about what specifically makes this song and choir successful.

