



**Concert Choir Virtual Learning**

# **High School Active Listening**

**April 15, 2020**



# High School Concert Choir

## Lesson: April 15, 2020

**Objective/Learning Target: students will be able to listen and evaluate choirs using defined terms and knowledge**

WEDNESDAY, APRIL 15

Concert Choir



# BELL WORK

- Write down...
  - What makes a choir great
  - What is your director always saying could be better?
  - What did your choir do really well?
  - What could your choir still improve on?
- You should have a big list of what we should always work on! You will reference this list during the lesson



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
- Diction: enunciating the words so the audience can understand the text
- Intonation: singing in tune together
  - Choir not in tune
  - Choir in tune
  - Keep in mind: every choir starts somewhere different and has different challenges. We can learn from all groups and grow.
- Vocal Technique: using the voice in a healthy way
- Accuracy: the correct pitches and rhythms

# LESSON:

- As you listen to the choir on the next slide, listen and write down:
  - Tone Quality
    - How would you describe it?
    - Was it unified?
    - Did it fit the piece?
  - Blending/Balance:
    - Did you hear one section more than another?
    - Did you hear individual voices?
    - Did you hear the important musical theme?
  - Diction:
    - Could you understand what they were saying?
    - Was it together?
  - Intonation:
    - Did the chords “lock” and tune?
  - Musicality:
    - Did the group portray the message and meaning of the piece?

# CHOIR #1





# LESSON:

- As you listen to the choir on the next slide, listen and write down:
  - Tone Quality
    - How would you describe it?
    - Was it unified?
    - Did it fit the piece?
  - Blending/Balance:
    - Did you hear one section more than another?
    - Did you hear individual voices?
    - Did you hear the important musical theme?
  - Diction:
    - Could you understand what they were saying?
    - Was it together?
  - Intonation:
    - Did the chords “lock” and tune?
  - Musicality:
    - Did the group portray the message and meaning of the piece?

# CHOIR #2



# MORE PRACTICE

[Long Road](#)

[The Awakening](#)

[Nyon Nyon](#)

Using the same criteria we establish earlier, listen to these pieces. Remember to keep an open mind and listen a couple of times.

