

Sample Chorus I Learning Plan

Big Idea/Topic

SOLFEGE AND THE MAJOR SCALE

Connecting Theme/Enduring Understanding:

We use solfege syllables to name pitches to help us decode the melodies we read and sing on the music staff. Knowing vocal anatomy and vocal health is important because it directly affects my singing voice.

Essential Questions:

What are the solfege syllables in the major scale?
What are the hand signs for each solfege syllable?

Standard Alignment

PERFORMING

HSBC.PR.1 Analyze, interpret, and select musical works for presentation.

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.

HSBC.PR.2 Develop and refine musical techniques and works for presentation.

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.

HSBC.PR.3 Convey meaning through the presentation to musical works.

- d. Exhibit appropriate rehearsal and performance etiquette.

Instructional Design

This lesson has a flexible timeline and may span across several days, if necessary. This lesson is intended to reach students in a virtual setting, whether “plugged” or “unplugged.” See the bottom of this lesson plan for a list of unplugged activities and supplies.

FOUNDATIONAL INFORMATION:

Before the lesson begins, the teacher must practice and be fluent in solfege vocabulary and Curwen hand signs. Students have a basic understanding of recognizing high/low pitches in relation to others, be able to match pitch as best as possible, and must be familiar with echoing melodic patterns.

CONCEPTS:

- Basic vocal anatomy
- Vocal warmups
- Solfege syllables for major scale
- Solfege (Curwen) hand signs for major scale

VOCABULARY:



Solfege, Major Scale, Curwen Hand Signs, Hard palate, Soft Palate, Vocal Folds, Larynx, Head Voice, Chest Voice, Lip Trill, Vowels, Consonants, Breath Support, Warmups, Placement, Vocal Agility, Vowel Unification

LINKS:

[Music: Chorus I: Distance Learning Plan: PowerPoint](#)

STUDENT SUPPLIES:

- A device with audio/video capabilities
- Their voice!

UNPLUGGED STUDENT SUPPLIES:

- Unplugged Student Packet
- Their voice!
- Phone (for a one-on-one teacher phone call)

TEACHER SUPPLIES:

- A device with audio/video capabilities
- Flipgrid account (see below for helpful Flipgrid resources)

DISTANCE LEARNING PLAN:

PRE-LEARNING ACTIVITY #1

Before hosting students on a digital platform, share these links (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent) to students and have them view these videos for the upcoming lesson at least one or two days in advance. This gives students an adequate time to watch the videos and explore on their own. Encourage students to learn the song, if they do not already know it as an aid to remember to order of the Solfege syllables and major scale.

- **Share these videos with students:**
 - <https://www.youtube.com/watch?v=jyLP6XLqEYY>
 - <https://www.youtube.com/watch?v=drnBMAEA3AM>
 - <https://www.youtube.com/watch?v=pLm07s8fnzM>
 - <https://www.youtube.com/watch?v=P2pLJfWUjc8>
 - <https://www.youtube.com/watch?v=tEL-RsUsKlw>

WORK SESSION:

STUDENT AND TEACHER PROCEDURES

LIVE DIGITAL CLASSROOM SESSION (approx. 30 mins):

At a predetermined and designated time, host students on a digital platform (via your school or district-approved digital platforms such as Google Classroom, Microsoft Teams, or other equivalent). Allow about 5 minutes for students to get set up and logged into the digital platform for a live classroom session. Be sure to record the session for students who may have technology or connectivity issues, or for students to reference after the live classroom session has ended. Be sure to share with students about the learning goals and standards that will be covered in this lesson (see above). If necessary, the teacher may also choose to pre-record this lesson and share it with students asynchronously. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues, a lack of internet or technology capabilities.

- **Activity #1: Icebreakers: Question of the Day + Fact or Myth (approx. 10 mins)**

Once all students are logged on, tell students to introduce themselves by saying their name (even if the class knows their name) and answering the “Question of the Day.” These questions have usually one-

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word or very brief answers. The Question of the Day can be silly, random, or specific to the lesson such as: “What is your favorite song you love to sing right now?” Use this time to begin developing relationships between one another. After all students have been given a chance to respond, use the accompanying PowerPoint, share the teacher’s screen with students, and go through the “Fact or Myth” Slides with students. By show a “thumbs up” for fact, and “thumbs down” for myth (or other signal of the teacher’s choice), have students show their answer with their hands before revealing the truth. When doing this activity, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback.

- **Activity #2: Vocal Anatomy + Elements of Breathing Discussion (approx. 10 mins)**
Remind students of the vocal anatomy video they were required to watch prior to the live classroom session. Using the accompanying PowerPoint, share the teacher’s screen with students, and go over the vocal anatomy diagrams and how we produce sound with our voices. Then, discuss with students the Elements of Breathing and its importance to healthy vocal production. When doing this activity, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback.
- **Activity #3: Vocal Warmups (approx. 10 mins)**
Transition students to a time of warming up students’ voices. Discuss with students about why warmups are important to healthy vocal production. Using the accompanying PowerPoint, go through each of the Focuses (breathing, placement, energy and breath support, range extension, diction, vowel unification/purity, relaxation/lower range) in the Vocal Warmup Slides with students (the teacher can choose to show these to students or not). The teacher should model these vocal warmups, then have students echo back (remember, it is a best practice to MUTE the students so that sounds from students’ devices do not interrupt audio/visual playback). The teacher can select to unmute students to listen to individual students’ warmup performance if they choose. It may also be a good idea to video yourself doing these vocal warmups and share it with students via your district-approved digital platform for them to reference as they may need. It may also be good to mention to students about how the voice can also be damaged (such as nodes/polyps, etc.) if not used properly. Stress to students that warming up your voice is ESSENTIAL to develop healthy vocal habits. Every time students sing, they should warm up their voices—even if it is a short warmup!
- **Activity #4: Solfege + Curwen Hand Signs (approx. 10 mins)**
Transition in the discussion to a review of solfege and the Curwen hand signs. Using the accompanying PowerPoint, go through each solfege syllable, its placement on the staff, and the matching Curwen hand sign. After going through the slides with students, tell students (like in the *Sound of Music*) once you know the solfege syllables, it is easy to put them together to make a melody. Model simple melodic patterns using solfege syllables and Curwen hand signs and have students echo after you.
- **Activity #5: Poison Pattern/Forbidden Phrase (approx. 5 mins)**
Sing three-note melodic patterns on a neutral syllable. Students will echo after each pattern. Assess for pitch accuracy Designate one pattern as the “poison” pattern/“forbidden” phrase. Continue to sing and echo patterns with the students. Anytime you sing the “poison” pattern/“forbidden” phrase, students should not echo. Each time they successfully remember the pattern, the class gets a point. Anytime they forget and echo the poison pattern, the teacher gets a point. When doing this activity, be sure to MUTE ALL STUDENTS so that sounds from students’ devices do not interrupt audio/visual playback.
- **Activity #6: Breakout Rooms: Solfege Practice (approx. 10 mins)**
If possible, on your district’s approved digital platform set up breakout rooms for smaller groups of students to get together and practice singing on solfege syllables within their groups. As the teacher, you can drop into those breakout rooms to provide students with more direct/individual feedback as necessary.



ASYNCHRONOUS STUDENT ASSIGNMENT

- **Activity #7: Digital Assignment: Flipgrid (approx. 15+ mins)**

For this assignment, students will use [Flipgrid.com](https://flipgrid.com) to submit three recordings of themselves singing/answering a prompt. They will upload a recording of themselves responding to the prompts provided to practice, perform, record, and submit their final performances. See the Flipgrid Student Assignment document to share with students.

1. Describing how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing simple solfege patterns

UNPLUGGED DISTANCE LEARNING VARIATION:

UNPLUGGED PRE-LEARNING ACTIVITY

Parents and students will pick up Unplugged Student Packet (see attached) and go through the information at students' own pace. For many of the video conferencing platforms, there are dial-in options that may be suitable for students who have access to a phone as a backup if there are computer issues, a lack of internet or technology capabilities.

UNPLUGGED ACTIVITY VARIATION

- **Activity #1: Teacher One-on-One Phone Call (approx. 20 mins)**

Set up a date and time during the teacher's "digital office hours" in which the student and teacher can communicate via phone. The teacher will go over the information that is discussed and reviewed on the live digital classroom session with the student. During this time, the teacher can go over the information in the Unplugged Student Packet with the student and answer any questions the student (or parent) might have regarding the lesson and assignment requirements.

- **Activity #2: Solfege Practice (approx. 10 mins)**

Using the PowerPoint slides in the Unplugged Student Packet, the student will go through and practice singing the solfege syllables of the major scale. This can happen multiple times over the course of the week and should become a continued practice as they develop their skills as a singer and musician. Remind the student to properly warmup their voice as discussed in the teacher one-on-one phone call.

UNPLUGGED STUDENT ASSIGNMENT VARIATION

- **Activity #3: Solfege Performance (approx. 10 mins)**

Set up a day and time during the teacher's office hours in which the student and teacher can communicate via phone. The student will perform singing the solfege scale for their teacher over the phone (on speakerphone or video call, if possible). The student must sing the solfege scale while using Curwen hand signs. The teacher will provide feedback for the student as necessary. If possible, another option could be that the parent could send a video of the student and sending it to the teacher via email and/or text message. See below for a student checklist to use as a guide.

Evidence of Student Success

DIAGNOSTIC ASSESSMENT

- Informal discussion and teacher observation via digital platform or one-on-one teacher phone call (unplugged variation)

FORMATIVE ASSESSMENT



- Informal teacher observation of students' performance during breakout rooms via digital platform or one-on-one teacher phone call (unplugged variation)

SUMMATIVE ASSESSMENT

- Teacher observation of students' solfege scale singing performances via [Flipgrid.com](https://flipgrid.com) or one-on-one teacher phone call (unplugged variation)

Distance Learning Supports

DIFFERENTIATED LEARNING:

INCREASED RIGOR:

Students can teach another person such as a family member about the proper vocal health, vocal anatomy, solfege, and Curwen hand signs. Can students challenge their family members to by playing "Poison Pattern/Forbidden Phrase?" Students can serve as peer mentors for another student. Students can create and sing their own solfege patterns.

ADAPTED ASSIGNMENT:

Students requiring a simplification can be paired with a peer mentor who can guide them through the process one on one, or with the teacher.

Engaging Families

All activities and resources should be previewed prior to student use. Adjustments should be implemented to provide for individual abilities, needs and safety.

DIGITAL SUPPORT MATERIALS: (See Below)


- Flipgrid Assignment Student Instructions
- Student Solfege, Curwen Hand Sign, and Vocal Anatomy Diagram Visuals
- Student Checklist
- Student Rubric

UNPLUGGED VARIATION SUPPORT MATERIALS: (See Below)

- Unplugged Student Packet
 - PowerPoint Slides
 - Student Checklists
 - Student Rubric
 - Student Solfege, Curwen Hand Sign, and Vocal Anatomy Diagram Visuals

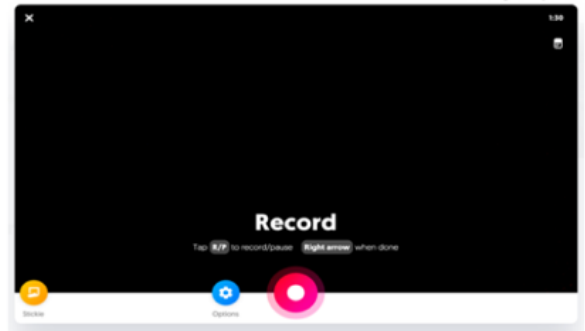
FLIPGRID ASSIGNMENT INSTRUCTIONS

INSERT
QR CODE
HERE

1. Go to www.flipgrid.com or download the Flipgrid app.
2. Enter this code: **INSERT CODE HERE** that says:  Or scan this QR code in the app:
3. Once in the grid, click on: 

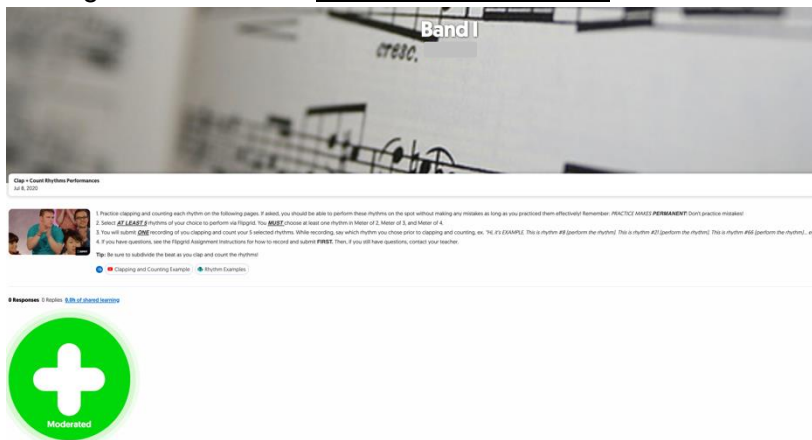


4. Then type **YOUR FIRST + LAST NAME** in the space provided! You DO NOT need to put in an email.
5. Practice the Solfege Patterns document below. Select three of the solfege patterns to sing and perform via Flipgrid.
6. It's time to record your performances! You have 1 minute and 30 seconds to perform and answer the following:
 - o Briefly describe how the vocal anatomy creates sound using props (like a rubber band, if possible)
 - o Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
 - o Singing simple solfege patterns



You can record as many times as you may need, but the final video you submit will be the video that is graded. You will submit **ONE** recording.

7. Press next and then review your recording.
8. If you are happy with your recording, **TITLE YOUR SOLFEGE SINGING VIDEO.**
9. Snap a selfie!
10. Press Submit! Congrats! You sent in your Singing Solfege assignment!
11. The Singing Solfege Assignment is due on **INSERT DATE HERE.**



Solfege Patterns Practice



Singing Solfege

1. DO RE MI SOL | LA LA SOL SOL
2. MI RE DO RE | MI SOL DO' DO'
3. DO RE MI FA | SOL SOL MI DO
4. DO MI SOL MI | SOL LA TI DO'
5. DO' TI LA SOL | MI RE RE DO
6. SOL FA MI FA | SOL LA TI DO'
7. DO' SOL MI DO | RE MI FA SOL
8. MI DO RE MI | FA SOL MI MI
9. DO TI LA SOL | SOL LA DO' DO'
10. MI FA SOL LA | TI DO' DO DO'

Solfege Scale and Curwen Hand Signs



do'



ti



la



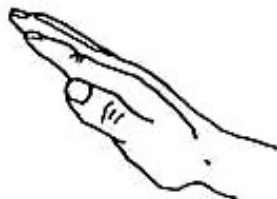
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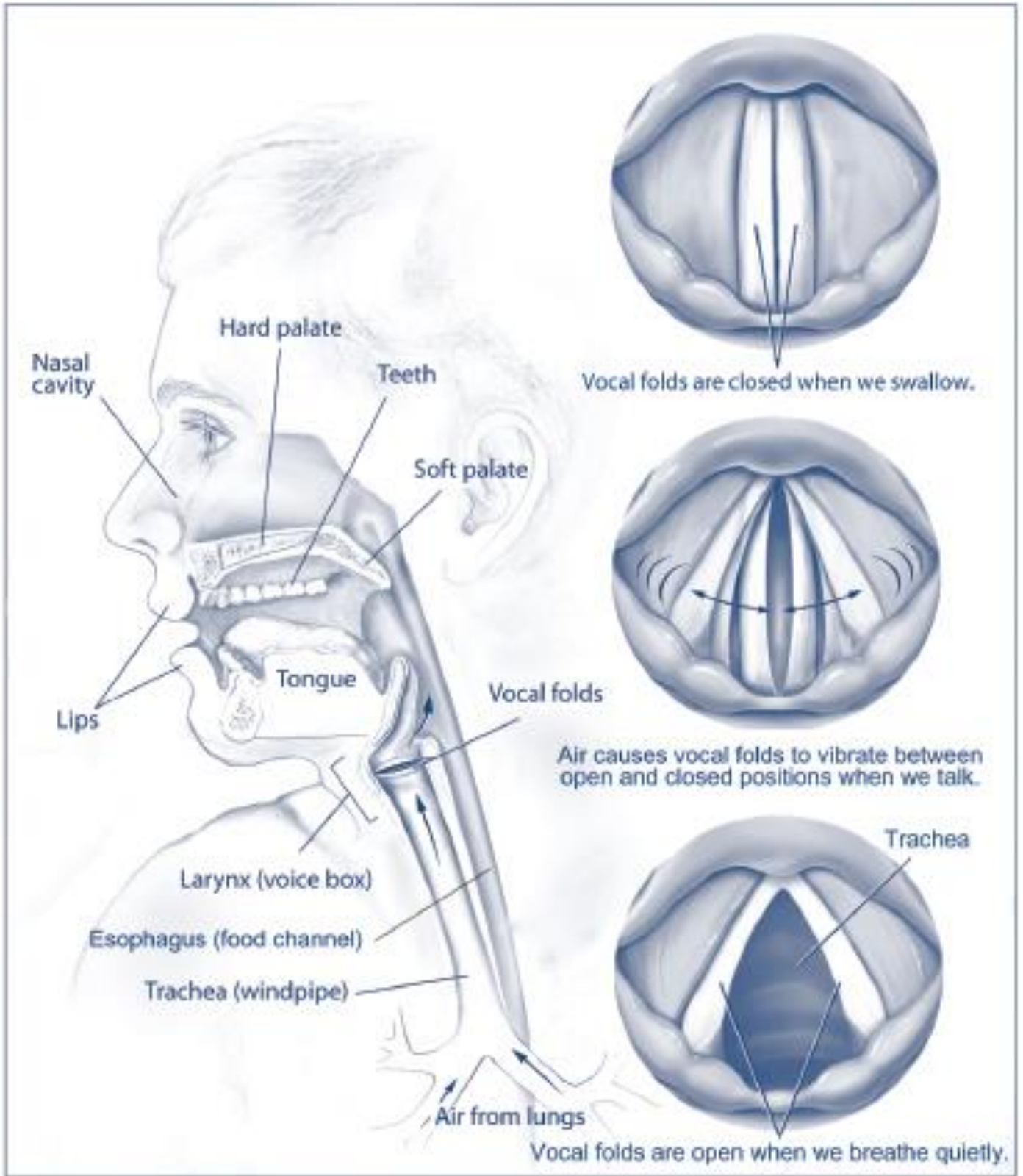
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Vocal Anatomy Diagram



Digital Student Assignment Checklist

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- PRE-LEARNING ASSIGNMENT:** I have watched the pre-learning videos provided by my teacher.
- I have looked over the lesson information and have no more questions for my teacher about the assignment. If I still have questions, it is my responsibility to set up a time to call the teacher during “digital office hours.”
- I can identify the parts of the vocal anatomy and describe how sound is create in the voice.
- I can sing the solfege scale both upwards and downwards.
- I can both sing the solfege scale and perform the correct Curwen hand signs perfectly, if asked.
- I can sing my chosen 3 solfege patterns (with Curwen hand signs) with 100% accuracy.
- I have recorded and submitted my video using Flipgrid.

Singing Solfege Rubric

Criteria	Drifting 0-1 Points	Moving in Right Direction 2-3 points	Valuable Performance 4 points	Our Goal 5 points	Score
HSBC.PR.1a Solfege + Curwen Hand Signs	The student cannot identify, sing, or perform the solfege syllables and Curwen hand signs.	The student can identify, sing, or perform <i>some</i> the solfege syllables and Curwen hand signs.	The student can identify, sing, or perform <i>most</i> the solfege syllables and Curwen hand signs.	The student can identify, sing, or perform <i>all</i> the solfege syllables and Curwen hand signs.	
HSBC.PR.2a Vocal Anatomy	The student cannot identify or describe parts of the vocal anatomy and how sound is created in the voice.	The student can identify or describe <i>some</i> parts of the vocal anatomy and how sound is created in the voice.	The student can identify or describe <i>most</i> parts of the vocal anatomy and how sound is created in the voice.	The student can identify or describe <i>all</i> parts of the vocal anatomy and how sound is created in the voice.	
				Total Points:	

Chorus 1: Unit 1: Lesson Plan 2

Unplugged Student Packet



Chorus I

Introduction to Choral Singing, Vocal Health, Solfege, and the Major Scale

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1. Fact or Myth?

There are over fifty vocal cords in your throat that help you create all the different pitches in a song.

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Myth

Pitches are produced from two vibrating flaps called the "vocal folds."

2. Fact or Myth?

Water is the best liquid for the voice.

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FACT

Water provides hydration to the vocal folds, making them flexible and healthy.

3. Fact or Myth?

Whispering is the best option whenever you're losing your voice.

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MYTH

Whispering can lead to vocal damage or fatigue, because it is produced by incomplete closure of the vocal folds.

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4. Fact or Myth?

Singing and speaking require the same amount of air.

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MYTH

Singing requires more air and better breath control than speaking. The louder the sound, the less air you use.

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5. Fact or Myth

Vocal "cracks" are normal and do not hurt your voice.

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FACT

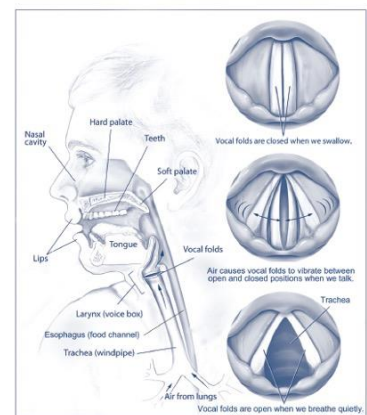
Voice cracking is normal, and cracks and breaks start to diminish as you train.

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Vocal Anatomy

Important Elements
- Vocal folds
- Soft palate
- Hard palate
- Larynx

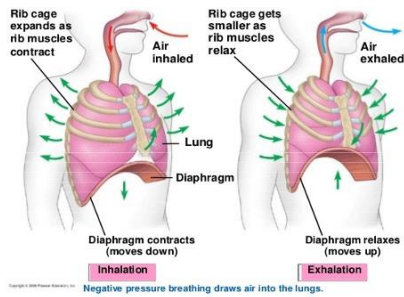


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Elements of Breathing



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Why are warmups important?

1. Warmups prepare the body to sing
 - Singing takes more than just the voice!
 - Breathing exercises "wake up" the body.
2. Warmups expand your range and improve your vocal tone.
3. Warmups help us practice together as a team

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Vocal Warmups Focus: Breathing

- Breathe in for 4 beats, hiss out like a snake for 8 beats
- Breathe in for 4 beats, hiss out like a snake for 12 beats
- Breathe in for 4 beats, hiss out like a snake for 16 beats
- Echo these consonant patterns:
- P P P P - T T T T H - C H S C H S - F F F F

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Vocal Warmups: Focus: Placement

(Start in F Major and descend)

- Nooooooooooooooooooooo
(Sol-Fa-Mi-Re-Do)
- Hum and "chew" (move jaw)
(Sol-Fa-Mi-Re-Do)

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Vocal Warmups Focus: Energy and Breath Support

Start in D Major

- Lip Buzz
Do-Re-Mi-Fa-Sol-Fa-Mi-Re-Do
- Busy Busy Busy Busy Bee, Buzz Buzz
Do-Re Mi-Fa Sol-Fa Mi-Re Do Sol Do

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Vocal Warmups Focus: Range Extension

Start in F Major and Ascend

- Ha-Ha-Ha-Ha-Ha
Do Mi Sol Mi Do
- Zee- he- ahhhhhhh
Do Mi Sol Fa Mi Re Do

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Vocal Warmups Focus: Diction

Start in D Major

Mama Made Me Mash My M & M's I Cried
Do Re Mi Fa Sol Fa Mi Re Do Sol Do

She Sells Sea Shells By The Sea Shore
Do Mi Sol Sol So Fa Mi Re Do

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Vocal Warmups Focus: Vowel Unification/Purity

Start in D Major

Nee-Neh-Nah-Naw-Noo
D-M R-F M-S F-R Do

Neeeeeeeeee
La Ti Do Ti La

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Vocal Warmups Focus: Relaxation/Lower Range

Start in D Major and Descend

Double Bubble Double Bubble Gum
Sol Sol Fa Fa Mi Mi Re Re Do

Vee Vah Vee Vah Vee Vah Vee Vah Vee
Sol Mi Fa Re Mi Do Re Ti Do

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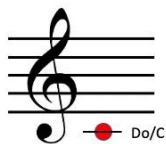
What is Solfege?

- Solfege is a melodic system that helps singers sight-sing and build music-reading skills!
- We use solfege syllables to represent each pitch on the staff!
- There are also hand signs to match each solfege syllables.
- Let's begin!

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We begin and end with "Do", which is pronounced as "doe." Sing "Do" after me. Now, let's sing it together and use the hand sign as well.



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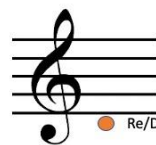


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Now we have "Re." Sing "Re" after me. Now, let's sing it together and use the hand sign as well.



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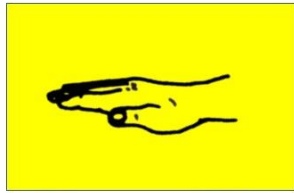


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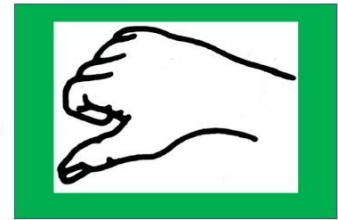
Next is "Mi." Sing "Mi" after me. Now, let's sing it together and use the hand sign as well.



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Next is "Fa." Sing "Fa" after me. Now, let's sing it together and use the hand sign as well.



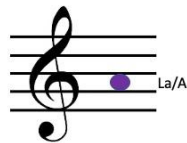
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Next is "So." Sing "So" after me. Now, let's sing it together and use the hand sign as well.



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Next is "La." Sing "La" after me. Now, let's sing it together and use the hand sign as well.



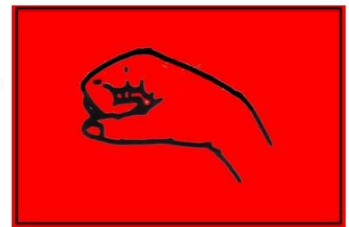
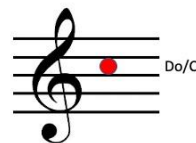
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Next is "Ti." Sing "Ti" after me. Now, let's sing it together and use the hand sign as well.



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And we come back to "Do," which is an octave above the first "Do." Sing "Do" after me. Now, let's sing it together and use the hand sign as well.



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Let's practice going up and down the scale using our hand signs.

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Let's practice going up and down the scale using our hand signs.

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Unplugged Student Assignment Checklist

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- I can both sing the solfege scale and perform the correct Curwen hand signs perfectly, if asked.
- I can sing my chosen 3 solfege patterns (with Curwen hand signs) with 100% accuracy.
- I have set up a day and time during my teacher’s “digital office hours” to perform my chosen 3 solfege patterns via phone call. Other options if possible, could be a video call, or send a recording of your performance via email and/or text message.

Singing Solfege Rubric

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				Total Points:	

Teacher’s Guide to Digital Teaching and Learning



GaDOE Fine Arts Resources:

- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Pages/Fine-Arts.aspx>
- <https://www.gadoe.org/Curriculum-Instruction-and-Assessment/Curriculum-and-Instruction/Documents/Fine-Arts/Digital%20Teaching%20%26%20The%20Arts.pdf>

NAfME Resources:

- Virtual Learning Resources from NAfME: <https://nafme.org/my-classroom/virtual-learning-resources-for-music-educators/>
- Music Teacher Resource NAfME: <https://nafme.org/music-teacher-resources-school-closures/>

Video Conferencing Tips and Resources:

- <https://www.teachthought.com/technology/tips-for-video-calls-for-teachers/>
- <https://www.cultofpedagogy.com/distance-learning/>

Flipgrid Resources:

- Flipgrid Getting Started Guide: <http://blog.flipgrid.com/gettingstarted>
- Flipgrid Tips and Tricks for Remote Learning: <https://blog.flipgrid.com/news/remoteteaching>
- Flipgrid Educator Guide: <https://drive.google.com/file/d/0BzZGEfOtEWqPcGUzcFd2RzRjYTQ/view>



Here is an example of how you could use Flipgrid for the Singing Solfege Student Assignment:

Grid Details



Chorus I

Jul 8, 2020 Flip Code: [chorusexample](#) [Add a CoPilot](#)

[Share](#)

Actions



Topics **Students**

Add New Topic

1 Topic 0 videos 0 views 0 hours of engagement

Export Data

Search Topics

Actions

Title

Last Response

SINGING SOLFEGE

View

Jul 13, 2020

Active

Share

Actions



0 Videos + Pinned Topic

The screenshot shows the sharing options for a Flipgrid topic. At the top, it says 'SINGING SOLFEGE' and 'Share the Topic link with your students.' Below this is a text input field containing the URL 'flipgrid.com/f8ea3674' and a 'Copy' button. To the right of the URL are icons for social media sharing. Below the first URL are icons for code, Teams, email, and chat. A section titled 'Topic Guest Mode' is highlighted with a red circle. It contains the text 'Make it easy for guests, such as family members and content experts, to access this specific Topic.' and a green toggle switch that is turned on. Below this is another text input field with the URL 'flipgrid.com/605c2eb0' and a 'Copy' button. At the bottom left, there is a checked checkbox labeled 'Allow guests to record' and a 'Create new link' link.

Make sure that when you share the assignment with students that you select the "Topic Guest Mode" and "Allow guests to record" options so that students do not have to login with an email to record their performances. Be sure to send them THIS link/code, not the one above.

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Topic Details

Singing Solfege

1. DO RE MI SOL | LA LA SOL SOL
2. MI RE DO RE | MI SOL DO' DO'
3. DO RE MI FA | SOL SOL MI DO
4. DO MI SOL MI | SOL LA TI DO'
5. DO' TI LA SOL | MI RE RE DO
6. SOL FA MI FA | SOL LA TI DO'
7. DO' SOL MI DO | RE MI FA SOL
8. MI DO RE MI | FA SOL MI MI
9. DO TI LA SOL | SOL LA DO' DO'
10. MI FA SOL LA | TI DO' DO DO'



SINGING SOLFEGE

Share

Actions



Jul 8, 2020 Flip Code: f8ea3674 Guest Code: 605c2eb0

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)

Tip: Be sure to subdivide the beat as you clap and count the rhythms!



Assignment View (Teacher)
Topics = Assignments

0 Responses

0 replies 0 views 0 hours of engagement

Export Data

Search Responses

Start the discussion!

Add a video or share this Topic with your students to have them record.

+ Record a Response

Share Topic

Topic Essentials

Title

SINGING SOLFEGE

16/35

Prompt

B *I* U

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)

234/1000

Recording Time

1 minute 30 seconds

Video Moderation

New videos will be hidden from students until you activate them.
Previously submitted videos will remain active.



[Learn more about Moderation.](#)

Focus Optional

Add a media resource to engage your students.

Singing Solfege

1. DO RE MI SOL | LA LA SOL SOL
2. MI RE DO RE | MI SOL DO' DO'
3. DO RE MI FA | SOL SOL MI DO
4. DO MI SOL MI | SOL LA TI DO'
5. DO' TI LA SOL | MI RE RE DO
6. SOL FA MI FA | SOL LA TI DO'
7. DO' SOL MI DO | RE MI FA SOL
8. MI DO RE MI | FA SOL MI MI
9. DO TI LA SOL | SOL LA DO' DO'

Editing a Topic/Assignment View
(Teacher)

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Topic Tip

Add a tip to help your students best answer the Topic.

Be sure to subdivide the beat as you clap and count the rhythms!

**Editing a Topic/Assignment View
(Teacher)... continued**

Topic Attachments

Attach up to 9 external links [OneNote, Google Docs, Dropbox, YouTube, etc.] to this Topic.

Feature Link

 <https://www.youtube.com/watch?v=FNmxLvtXewU8>

Attachment Title

Clapping and Counting Example 29/30 

Feature Link

 <https://shealy-my.sharepoint.com/:b/g/person/cas>

Attachment Title

Rhythm Examples 15/30 

[Add another Attachment](#)

Topic Status

Status

Make your Topic Active, Frozen [view-only] or Hidden.

Active 

Launch & Freeze Dates

Schedule an Active [12:01am] and Frozen [11:59pm] date. Your timezone is set to America/New_York. [Update your timezone.](#)

07/23/2020 → Never 


Video Features

Video and Selfie Styles

Students can add filters, stickers, drawing, and text to their videos and selfies.

Selfies Only 


Video Editing

Students can trim and rearrange video clips. 

Video Title

Students can add a title (80 characters max). Add hashtags for searchability. 

Attachment Link

Allow students to include an external link with their video (e.g., OneNote, Google Doc, etc.). 

View Count

Display the number of views a video has received. 


Likes

Allow students to like other student videos. 

Sticky Notes

Allow students to add sticky notes while they are recording. 

Student-to-Student Replies

Allow students to Reply via video to another student. 

Feedback

Basic Feedback

Provide basic feedback on a Response based on student verbalization and clarity of expressed ideas.

Provide basic feedback on a video based on student verbalization and clarity of expressed ideas.

Ideas

Performance

Custom Feedback

Build and assign custom feedback rubrics based on the needs and qualifications of your classroom.

Save changes to my default settings

Cancel

Update Topic

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SINGING SOLFEGE
Jul 8, 2020

Singing Solfege

1. DOO RE MA SOL, 1 LA LA SOL, SOL
2. MA RE DOO RE, 1 MA SOL, DOO DOO
3. DOO RE MA FA, 1 SOL, SOL, MA DOO
4. DOO MA SOL, RE, 1 SOL, LA, TI DOO
5. DOO TI LA SOL, 1 MA RE, RE DOO
6. SOL MA RE DO, 1 SOL, LA, TI DOO
7. DOO SOL, MA DO, 1 RE MA FA SOL
8. MA DOO RE, RE, 1 LA SOL, MA MA
9. DOO TI LA SOL, 1 SOL, LA DOO DOO
10. MA MA SOL, LA, 1 TI DOO DOO DOO

[View](#)

1. Describe how the vocal apparatus creates sound using props (like a rubber band, if possible)
 2. Singing Solfege/Major Scale using Curwen Hand signs (Up AND Down)
 3. Singing AT LEAST 3 solfege patterns of your choice (see Focus Image)
- Tip:** Be sure to subdivide the beat as you clap and count the rhythms!

0 Responses 0 Replies 0.0h of shared learning

