



LESSON PLAN: Listen & Respond to the Music

OVERVIEW

Before rehearsing *Thinking of My Home*, students can listen and describe what they hear in the music without having score in front of them. This provides an introduction to the overall sound and structure of the piece, enables them to identify and “name” specific details they notice, and supports musical thinking.

LEARNING GOAL

Students will listen to a recording, then use both musical terms and non-musical illustrative words to describe what they hear in the music. They will then choose words and phrases from the lists and other sources to complete a written analysis using a graphic organizer.

MATERIALS

- Copies of the blank graphic organizer; pencils
- Recording
- For teacher reference, the analysis of the piece found in the [Teacher Information Section](#).

PROCESS

It is suggested that directors use this activity **before** students rehearse the piece.

1. Explain the activity to students.
 - Working in partners or small groups, they will listen to *Thinking of My Home* in sections, then discuss what they heard in the music with their partners.
 - One member of each group will serve as the scribe and summarize the groups’ list of descriptive words, terms, and main ideas, writing them in each section of the organizer.
2. Play the recording and use the pause button after each section to allow time for small group discussion and summarizing comments on the form. The graphic organizer includes suggested excerpts.
3. Reconvene and ask students for a verbal report about their groups’ descriptive responses after listening to all sections of the music.
4. Collect their responses and create a summary chart, placing descriptions next to song text on the chalkboard or chart paper. As you rehearse the piece, encourage students to add more details about the music to specific sections of the chart. Use their words and phrases as you rehearse the piece. Encourage students to also use the words and phrases that describe the music.
5. Use the descriptive charts as a resource for writing program notes.

Options

- If time is short, have students follow the completed narrative analysis of *Thinking of My Home* found in the Teacher Information Section instead of creating their own.
- Consider assigning this activity as Choir homework. Students can hear the piece outside of class at the [ChoralQuest® website](#).

Assessment Suggestions

The completed graphic organizer can be used as a formative assessment students’ use of both musical vocabulary and other descriptive language to write descriptions of a choral work and the levels of detail they hear and can describe that piece.

THINKING OF MY HOME – What's going on in the music?



Listen to each section, discuss what you noticed about the music with your partners, and write your responses in the third column.

	The Text	What We Heard in the Music...
Introduction mm 1-5	Yue__ Ye__ Ye__ Ye Ye__ (Yue is moon in Chinese. Ye is night in Chinese.)	
First Section mm 6-8	Moonlight__ Mmm__ in front of my bed, Mm__	
mm 9-14	Is it frost on the ground__ I guess__ I guess.	
Middle Section mm 15-19 mm 20-25	Lift up my eyes gazing at the moon, Woo, woo, woo__ Gazing at the moon at the moon__ at the moon,	
Final Section mm 26-32 Closing mm33-36	Low down my head__ Thinking of my home__ Woo__ Mm__	

Names

