



LESSON PLAN: Listen & Respond to the Music

OVERVIEW

In this lesson, students will hear *When I Sing*, noting its sound and structure **before examining the score or rehearsing** it. Asking singers to listen and respond to what they hear allows them to identify and “name” specific elements and characteristics they notice and supports musical thinking. Ongoing use of their descriptive words and phrases validates their thoughts and ideas.

NATIONAL STANDARDS CONNECTIONS

Responding: Analyze

Analyze how the structure and context of varied musical works inform the response.

LEARNING GOAL

Students will use musical terms and non-musical vocabulary to describe and analyze *When I Sing* as they listen to a recording of the piece.

MATERIALS

- Copies of the graphic organizer and pencils
- [Recording](#)

PROCESS

Use this activity **before** students rehearse the piece. It can also be used as a homework assignment before rehearsals begin. Provide the organizer and hot link to the ChoralQuest® website.

Students Will:

1. Review the organizer to clarify the task.
2. Divide into pairs or groups. **ALL** students will write their responses as they listen to remember ideas and descriptions for the discussion.
3. Listen **to the whole song** in groups, then briefly describe and discuss together what they noticed on the first hearing – details and ideas they found interesting or surprising. Write key comments made in the appropriate section of the organizer.
 - Listen a second time as the teacher pauses between sections. (The organizer identifies specific sections.) This will allow time for groups to focus on specific elements and characteristics they hear. Summarize thoughts and comments on the organizer.
2. Reconvene and give verbal reports about their groups’ descriptive responses after listening to all sections of the music. Students can discuss similarities and differences in what they heard.
3. Post their organizers with responses on a classroom wall for future use. As you rehearse the piece, **encourage students to add more details** about the music to specific sections. Use their words and

phrases as you rehearse the piece. Encourage students to also use the words and phrases that describe the music.

4. [Use the descriptive charts as a resource for writing program notes.](#)

Assessment Suggestions

Student responses on the organizers provide teachers an informal assessment of the ensemble's use of musical vocabulary and other descriptive language to describe and analyze a musical work.

What's Going on in the Music?

Listen to each section. What details do you notice? Discuss in your group, then jot down your thoughts.

	What Did We Notice about the Music?
Intro mm. 1 to 4	
Part A mm. 5 to 41	
Part B mm. 41 to 55	
Part A mm. 55 to 71	
Extended Coda Begins @ m.72 to the end	

When I Sing

When I sing, I feel wonderful.
I feel joy. I feel peace. I feel love.
When I sing, life is beautiful; like a bird that is
soaring high above.

When I sing there's no anger, there's no trouble;
there is only love.
When I sing, when I sing, when I sing.

As I sing with those around me,
Our voices become one.
Like the moon and the tide, work together.

We sing together.
Our harmonies and rhythms work together as one
voice.

When we sing, all is wonderful.
We have joy. We have peace. We have love.
When we sing, life is beautiful; like a bird that is
soaring high above.

When we sing, there's no anger, there's no trouble,
only love.
When we sing, when we sing, when we sing.

Your Names _____

_____ Date _____

