

### Capstone - LSP Lesson #3

Name: Nate Zadzilka

Lesson date and time: 3/30/2026, 8:55-9:50 am (55 mins)

School: Hudson High School

Mentor Teacher: Jacob Moore

Grade: Bella Voce (auditioned treble voices)

Central Focus: The central focus of this learning segment is for students to **read and perform prepared music with correct pitches and rhythms** while **displaying self-initiated music expression, phrasing, and emotion**.

Learning Objective(s)/ Target(s): By the end of this lesson...

Ad Astra - Students will be able to perform "Ad Astra" and "Movere" sections with 90% **correct pitches and rhythms**, and be able to identify what the **climax(es) of each phrase** is and explain how to adhere to the climax(es) while singing.

Plena - Students will be able to perform mm. 23-31 with 90% **correct pitches and rhythms**.

#### Student Checklist: Learning Targets

- I can perform "Ad Astra" sections with 90% correct pitches and rhythms.
- I can perform "Movere" sections with 90% correct pitches and rhythms.
- I can identify the climax of the "Ad Astra" phrase
- I can explain how to vocally adhere to the climax of the "Ad Astra" phrase
- I can identify the climax(es) of the "Movere" phrase
- I can explain how to vocally adhere to the climax(es) of the "Movere" phrase
- I can perform mm. 23-31 of "Plena" with 90% correct pitches and rhythms.

#### Prior Learning:

- Students know solfege syllables.
- Students have been exposed to both pieces of repertoire, some sections will be review. (Have to catch most student up due to trip to Universal Studios)

#### Materials Needed:

- Sheet music
- Ipad
- Apple TV

#### Standards:

ENAC.1PE **Read and perform with correct pitches, correct rhythms**, printed dynamics, printed articulations, and appropriate style for the music being performed.

ENAC.4PE Perform **prepared** or improvised **music** showing mastery of technical accuracy and **displaying self-initiated musical expression, phrasing, and emotion**.

#### Assessment and Feedback

##### 1. Formative Assessments:

- Choral response: Students will be prompted with many questions to check for understanding. ()

- Observation: During student performance, the teacher will be actively listening to be able to respond to student errors.
- Oral Questioning: Students will be asked questions to bring awareness to cutoffs. (e.g..what does a tenuto mean?)

2. Academic Language:

Phrasing: The art of shaping, grouping, or articulating notes into meaningful expressive musical lines.

Climax: The emotional, dynamic, or harmonic high point of a piece or phrase.

Tenuto: The note should be held for its full duration.

Harmonic Minor Scale: A natural minor scale with a raised seventh degree.

3. Differentiation:

High level learners: Students with high musical knowledge will be relied on to answer deeper level questions regarding musical knowledge. (e.g. Where do you think the high-point of this phrase is?)

Low level learners: Instruction is scaffolded to provide aural and kinesthetic ways of understanding pitch, rhythm, and phrasing.

Procedures:

Time	Who?	Procedures	Techniques/Strategies
5:00	S&T	<b>Spring Break Recap:</b> <ul style="list-style-type: none"> <li>- Students and teacher will discuss their spring breaks.</li> </ul>	Rogers & Renard: Relationship-Driven Teaching
5:00	S&T	<b>Warmup Sequence:</b> <ul style="list-style-type: none"> <li>- Stretch</li> <li>- Breathing exercises</li> <li>- [a m]: 5-4-3-2-1</li> <li>- Shake the Present: 1-123-345-3-1</li> <li>- [bi b ba bo bu]: 5-5-5-5-54321</li> <li>- Harmonic Solfege Scale (E minor)</li> </ul>	CT: Scaffolding  Learning Style: Aural, Kinesthetic
1:00	T	<b>Introduction:</b> <ul style="list-style-type: none"> <li>- The teacher will introduce the learning objectives and student checklist to the students.</li> </ul>	CT: Scaffolding
22:00	S&T	<b>Plena (mm. 23-31):</b> Students will be able to perform mm. 23-31 with 90% <b>correct pitches and rhythms.</b> <hr/> <ul style="list-style-type: none"> <li>● The teacher and students will write in the counts to the rhythm together.</li> <li>● The teacher and students will chant the rhythm on counts using a metronome.</li> <li>● The students will be given 2 minutes to fill in their solfege for this section.</li> <li>● The students will chant the rhythm on their solfege syllables</li> <li>● Students will sing a harmonic minor scale in E minor.</li> </ul>	CT: Scaffolding  Learning Style: Aural, Kinesthetic, Visual  Bloom: Create, Apply, Analyze

		<ul style="list-style-type: none"> <li>● Pitch will be layered in one group at a time with the following procedures: <ul style="list-style-type: none"> <li>○ S1 sing (f), S2/A chant solfege (p)</li> <li>○ S1/S2 sing (f), A chant solfege</li> <li>○ S1/S2/A sing (f)</li> </ul> </li> </ul> <p>** If at any point a section struggles with pitch, stop the build up and address said struggle.</p>	
20:00	S&T	<p><b>Ad Astra:</b> Students will be able to perform “Ad Astra” and “Movere” sections with 90% <b>correct pitches and rhythms</b>, and be able to identify what the <b>climax(es) of each phrase</b> is and explain how to adhere to the climax(es) while singing.</p> <hr/> <p>“Ad Astra” Sections:</p> <ul style="list-style-type: none"> <li>● The students will sing mm. 5-12 for review.</li> <li>● The teacher will ask the following questions: <ul style="list-style-type: none"> <li>○ What does phrasing mean? (The art of shaping, grouping, or articulating notes into meaningful expressive musical lines)</li> <li>○ What is a climax in music? (The emotional, dynamic, or harmonic high point of a piece or phrase.)</li> <li>○ What is the climax of the phrase we just sang? (the [a] of “aspera”)</li> <li>○ How do you know that? (The tenuto on the note)</li> <li>○ What is a tenuto? (The note should be held for its full duration.)</li> </ul> </li> <li>● Given this context, the students will sing the section again.</li> <li>● The students will transfer this knowledge to mm. 52-63</li> </ul> <p>“Movere” Sections:</p> <ul style="list-style-type: none"> <li>● At mm. 44-51, all students will sing the S1 line to check for correct pitches, rhythms, and text.</li> <li>● Students will sing their own lines to check for correct pitches, rhythms, and</li> </ul>	<p>CT: Scaffolding</p> <p>Learning Style: Aural, Kinesthetic, Visual</p> <p>Bloom: Create, Apply, Remember</p>

		<p>text.</p> <ul style="list-style-type: none"> <li>○ Note that the S1/A voices are different at m. 50.</li> <li>● Students will be given two minutes to discuss the phrasing of this section with their neighbors.</li> <li>● The teacher will ask the following questions: <ul style="list-style-type: none"> <li>○ Could someone describe the shape of this phrase? (Emphasis and weight on the tenutos)</li> <li>○ How are we going to have our singing reflect this phrasing? (We are going to sing notes with tenutos over them with their full value.)</li> </ul> </li> <li>● Students will sing mm. 44-51 with this phrasing and musicality.</li> </ul>	
2:00	S	<p><b>Review/Closure:</b></p> <ul style="list-style-type: none"> <li>● Students will perform mm. 44-63 of “Ad Astra”</li> </ul>	CT: Scaffolding

Review/Closure: **Performance of mm. 44-63 of “Ad Astra.”**