

Title of Piece: *Deep Peace (A Celtic Blessing)*

Composer/Arranger: Brian Tate

Voicing: SATB

Objectives:

Behavioral

Students will be able to sing measure 1 to the downbeat of measure 23 with an 80% success rate.

Cognitive

Students will understand the meaning of the words both on a personal and universal level, and will understand the importance of dissonance and harmonic moments in singing together.

Experiential

Students will experience singing in a group with parts SATB.

Critical

Students will gain more of a sense of community through singing with one another and will learn how to work together as a group to convey meaning.

Choral Concepts:

Diction, breath, balance, intonation, blend

Musical Concepts:

Rhythm, harmony, melodic line

Empowering Musicianship:

Allowing students to be involved in deciding word/phrase stress, end consonants on beats, artistic interpretation

Present:

-Warm-ups

1) body = “waking up” scenario (getting up and stretching, washing face, etc., running to bus, getting there in time)

2) sighs = “woo” (high), “ha” (middle), “yeah” (low)

3) syllables = “t”, “p”, “k”, “th”, “f”

-rhythmic patterns = ta ta ti-ti ta, ti-ta ti-ti-ti ta, ta ta ta ta, ta ti-ti ta ta,

4) lip buzzes = sloppy 1 5 1, ascending, E-flat start

5) “soo” = 5 3 4 2 1 ascending, E-flat start

6) “ah” = 5 4 3 2 1, descending, E start

7) easy sigh

8) “mee-ay-mee-ay-mee” = sol mi fa re mi do re ti do, super nasally to start, open up towards top, ascending, E start

9) everyone on “doo” = G start; S & T up 5th, A make major, pull rope (do same but with minor)

-all look at soprano part and sing on solfege, E-flat as do

-“Now look at your part with a partner and circle where you see dissonance” = up to downbeat of m. 23 (**Partner**)

-have students re-focus and silently look at their part, solfege up to the same spot, “Write in any solfege you might need, but try to do it without if you can”

~S & T first on solfege, “A & B, please pick one of these parts and follow...get to know it and solfege it in your head as you’re following”

~A & B on solfege, “S & T, please do the same as the A & B as you follow one of these parts”

-“Everyone stand, sing together on “doo” ” = sing until m. 4, point out dissonance (**Assessment**)

~if dissonance isn’t showing, use rope activity = “Altos and tenors raise your hands...find the opposite of you and play tug of war with them when we get to that spot”

~continue through until m. 23

-“Have a seat”, talk about text (**Personalize**)

~before Irish were colonized by the British, songs that we sing with “Irish” or “Gaelic” blessings were actually in Gaelic = these are translations

~were most often used at weddings, but there are actually tons of blessings for all kinds of occasions (house, new baby, wake, etc.)

~ “Read through the text and give me your thoughts on what this blessing means to you”

= take 3 peoples’ opinions, then decide as a class which words are most important

-sing through on words with word stress

~addressing ending “s” on peace = ask them what beat they think it should come on

Perform:

Conduct students through measures 1 to the downbeat of measure 23.