

Music as Reflection - Exploring Ecclesiastical Latin

| SUMMARY CHART | | | |
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| Subject: Music - Vocal Concert Choir | Grade: 10 | Date: December 16th, 2020 | Duration: 2-3 weeks or 5-6 lessons (4 are included in this Unit Plan and may be repeated/expanded as necessary) |
| Scope | Students will learn two different pieces (“Ave verum corpus” and “Locus Iste”) in Ecclesiastical Latin and will perform these two pieces from memory in a school concert, where they will be expected to show performance etiquette and professionalism. | | |
| Importance of Theme | Students will learn the principles of Ecclesiastical Latin diction and pronunciation, including Latin vowels and consonants, Latin diphthongs, and Latin translations to English. | | |
| Hypothetical Teaching Context | <ul style="list-style-type: none"> ● 25 students total ● 5 intermediate ELLs (2 from China, 2 from Mongolia, and 1 from the Philippines) ● Sopranos (10), Altos (8), Tenors (4), Basses (3) | | |
| Big Idea(s) | Growth as a musician requires perseverance, resilience, and reflection. | | |
| Curricular Competencies | <ul style="list-style-type: none"> ● Perform in large ensemble contexts (<i>Concert Choir</i>) ● Express meaning, intent, and emotion through music (<i>English translations of text</i>) ● Develop and refine technical skills and expressive qualities (<i>Ecclesiastical Latin diction and pronunciation</i>) ● Consider the function of their voice within the ensemble (<i>Pitch security</i>) ● Reflect on rehearsal and performance experiences and musical growth (<i>Reflection journals</i>) ● Demonstrate respect for self, others, and the audience (<i>School concert performance</i>) ● Make connections with others on a local, regional, and global scale through music (<i>School concert performance</i>) | | |
| Content Objectives | <p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> ● Identify and explain the musical terms/concepts: the 5 pure vowels in Ecclesiastical Latin, diphthong, the Waring Tone System, the 5 main factors in correct singer’s diction, unvoiced & voiced consonants, fricatives, plosives, glides, | | |


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| | <p>nasals. (<i>Elements, principles, vocabulary, symbols, and theory of music</i>)</p> <ul style="list-style-type: none"> ● Apply principles of Ecclesiastical Latin diction & Waring Tone phonetic spelling for choral singing. (<i>Singing techniques specific to individual voices</i>) ● Perform both pieces from memory and demonstrate professionalism while performing. (<i>Role of the performer, audience, and venue</i>) |
| <p>Language Objectives</p> | <p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> ● Pronounce the 5 Ecclesiastical Latin vowels, diphthongs, and various consonants accurately ● Speak and write out the phonetic spelling of “Locus Iste” and “Ave verum corpus” using the Waring Tone System ● Sing their respective part from memory on rhythm, pitch and text with correct diction and pronunciation ● Explain the Latin pronunciation of “Locus Iste” and “Ave verum corpus” to others ● Explain the English translation of “Locus Iste” and “Ave verum corpus” to others ● Distinguish the diction differences between English and Ecclesiastical Latin |


| UNIT SUMMARY | |
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| 1 - Introducing "Locus Iste" | This lesson is about the five pure vowels in Ecclesiastical Latin, where "A", "E", "I", "O", and "U" are pronounced as "Ah", "Eh", "Ee", "Oh", and "Oo". Students will first learn how to pronounce these vowels and write out the Waring Tone phonetic spellings in this lesson. Subsequently, they will pronounce and write the Waring Tone phonetic spellings for the text of "Locus Iste". As an adaptation for ELLs, the teacher will pair all students up so that the ELLs can learn from others and will not all be in the same group together. |
| 2 - Introducing "Ave verum corpus" | In this lesson, students will learn "Ave verum corpus" focusing on how to sing the 5 Pure Vowels in Ecclesiastical Latin: "A", "E", "I", "O", and "U", speak the phonetic spellings for the text of "Ave verum corpus", learn the translations of the Latin text, and discuss Latin diphthongs in the piece. The teacher will facilitate small group work so that ELL students are able to get help or ask questions at that time. |
| 3 - Choral diction and pitch security | This lesson will focus on perfecting the diction in both "Locus Iste" and "Ave verum corpus" by learning about the 5 main factors in correct singer's diction and the different types of consonants. Following this lesson, students will be able to identify the 5 main factors in correct singer's diction, voiced versus unvoiced consonants, and the four different types of consonants. As an adaptation for ELLs, the teacher will provide a diction handout in advance for them to look at and ask questions about before the lesson. |
| 4 - Balance and blend (final preparations and concert) | In this lesson, students will continue to work on the pieces of music rehearsed in previous lessons ("Locus Iste" and "Ave verum corpus"), using general music and choral techniques to improve their performance. Students will also be introduced to performance practice/etiquette in anticipation of their performance of the pieces. Finally, the teacher will quiz the students on the English translation of the text, so that the meaning of the music is apparent to students in their performance. |

LESSON #1

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| Name of lesson: Introducing “Locus Iste”: The Five Pure Vowels in Ecclesiastical Latin | Duration: 60 minutes |
| Lesson Overview | This lesson is about the five pure vowels in Ecclesiastical Latin, where "A", "E", "I", "O", and "U" are pronounced as "Ah", "Eh", "Ee", "Oh", and "Oo". Students will first learn how to pronounce these vowels and write out the Waring Tone phonetic spellings in this lesson. Subsequently, they will pronounce and write the Waring Tone phonetic spellings for the text of "Locus Iste". As an adaptation for ELLs, the teacher will pair all students up so that the ELLs can learn from others and will not all be in the same group together. |
| Big Idea | Growth as a musician requires perseverance, resilience, and reflection. |
| Curricular Competencies | <ul style="list-style-type: none"> ● Perform in large ensemble, small ensemble, and solo contexts (<i>Concert Choir</i>) ● Develop and refine technical skills and expressive qualities (<i>Ecclesiastical Latin diction and pronunciation</i>) ● Reflect on rehearsal and performance experiences and musical growth (<i>Reflection journals</i>) |
| Content Objectives | The student will demonstrate the ability to... <ul style="list-style-type: none"> ● Identify and explain the musical terms/concepts: the 5 pure vowels in Ecclesiastical Latin, Waring Tone System ● Apply principles of Ecclesiastical Latin diction & Waring Tone phonetic spelling for choral singing by learning the pronunciation of the 5 pure vowels and their corresponding Waring Tone phonetic spellings ● Pronounce and write the Waring Tone phonetic spellings for the text of “Locus Iste” |
| Language Objectives | The student will demonstrate the ability to... <ul style="list-style-type: none"> ● Pronounce the 5 Ecclesiastical Latin vowels accurately ● Speak and write out the phonetic spelling of “Locus Iste” using the Waring Tone System ● Explain the Latin pronunciation of “Locus Iste” to others ● Explain the English translation of “Locus Iste” to others ● Distinguish the diction differences between English and Latin (<i>Note: vowels may be a new concept to some</i>) |

| Materials and Equipment Needed for this Lesson | |
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| <ul style="list-style-type: none"> ● Piano to lead warm ups ● Projector & speakers to watch a video demonstration: https://www.youtube.com/watch?v=iUGBoR_nnA ● SATB scores for “Locus Iste” (25 copies for students and 1 for teacher) ● Sharpened pencil and eraser to make notes in the scores ● Whiteboard ● A stack of paper (enough for 25 students) ● Pens ● Chair with no arms, suitable for singing | |

| | Lesson Stages | Learning Activities | Time Allotted |
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| 1. | Warm-up | <ul style="list-style-type: none"> ● Lead students through body stretches and vocal warm-up, as listed below: <ul style="list-style-type: none"> ○ Body stretches <ul style="list-style-type: none"> ■ Neck Stretch: look as far left/right as you can, then look up/down ■ Yawning: relax the muscles around your mouth ■ Shoulders: lift your shoulders and then push them down. ■ Arm swing: swing your arms in circle ■ Stretch your side: Lift your left arm over your head and lean to the right ■ Hands to toes ■ Shake your ankles and hands ○ Vocal Warm-Ups  | 10 minutes |

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| 2. | Presentation | <ul style="list-style-type: none"> • Briefly read the translation once to students, encourage them to write it down. • Ask the students to explain what the piece is about. • Play the video of “Locus Iste” by Bruckner for students to listen to • Model the pronunciations of “A”, “E”, “I”, “O”, and “U” in Latin. Students repeat after. • Introduce the phonetic spelling of the vowels using the Waring Tone System. | 15 minutes |
| 3. | Practice and Production | <ul style="list-style-type: none"> • Point at each vowel randomly, and ask students to pronounce it as demonstrated earlier, and then write down the phonetic spelling on a piece of paper. • Pull out various Latin phrases from “Locus Iste” and write them on the whiteboard, then ask the students to identify and pronounce the vowels of each word aloud altogether. • Next, students read the phrases out with consonants as well. Then, they write down the phonetic spelling of each word focusing on the accuracy of the vowels. | 30 minutes |

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| | | <ul style="list-style-type: none"> Place students into groups: 5 students in one group, with at least one ELL in each (ELLs should not all be in the same group). Each group gets 5 - 10 minutes to practice the pronunciations and the phonetic spelling, with emphasis on the vowels, for the text of “Locus Iste”. | |
| 4. | Closure | <ul style="list-style-type: none"> Each group of students will then read the text of “Locus Iste” on the first page using proper pronunciation. After, each group will provide the Waring Tone phonetic spelling of the text. This is an in-class informal assessment. Homework will be to fill out their reflection journals. | 5 minutes |

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| Assessment/ Evaluation of Students’ Learning | <ul style="list-style-type: none"> The goal of the informal assessment is for students to be able to correctly pronounce the 5 Pure Vowels in Ecclesiastical Latin. The accuracy of consonants does not matter in this lesson. Each group of students have to finish the in-class assessment with less than 2 errors regarding the correct pronunciations and phonetic spelling of the vowels. Students will be asked to fill out their reflection journals, which will be added to their file. |
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| Adaptations for English Language Learners | <p>Warm Up</p> <ul style="list-style-type: none"> Talk at a moderately slow speed to ensure all students can follow. Be sure to give physical demonstrations of the warm-ups with hands and/or body. <p>Presentation</p> <ul style="list-style-type: none"> Use the whiteboard to help ELLs understand the new concept presented in class. The Waring Tone phonetic spellings help to visualize and fully understand the vowels in Ecclesiastical Latin, especially for the ELLs. <p>Practice & Production</p> <ul style="list-style-type: none"> ELLs will be placed in different groups with the local English speakers to provide peer help. <p>Closure</p> <ul style="list-style-type: none"> Watching other groups present their Waring Tone phonetic spellings will help ELLs to learn from one |
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| | <p>another by watching how the local English speakers do it.</p> <p>Assessment</p> <ul style="list-style-type: none"> ● The informal assessment will be done in groups so that ELLs have the chance to present their Waring Tone phonetic spellings with others, making the experience less stressful. ● ELLs will be given extra/sufficient time to complete reflection journals and may choose to write in their home language depending on their comfort level and ability. ● Criteria and grading rubric for final assessment (school concert) will be given well in advance to ELLs, with the option of having it translated into their home language. |
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LESSON #2

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| Name of lesson: Introducing “Ave verum corpus”; vowels and diphthongs in Ecclesiastical Latin | Duration: 60 minutes |
| Lesson Overview | In this lesson, students will learn “Ave verum corpus” focusing on how to sing the 5 Pure Vowels in Ecclesiastical Latin: "A", "E", "I", "O", and "U", speak the phonetic spellings for the text of “Ave verum corpus”, learn the translations of the Latin text, and discuss Latin diphthongs in the piece. The teacher will facilitate small group work so that ELL students are able to get help or ask questions at that time. |
| Big Idea | Growth as a musician requires perseverance, resilience, and reflection. |
| Curricular Competencies | <ul style="list-style-type: none"> ● Perform in large ensemble contexts (<i>Concert Choir</i>) ● Develop and refine technical skills and expressive qualities (<i>Ecclesiastical Latin diction and pronunciation</i>) ● Consider the function of their voice within the ensemble (<i>Reflection journals</i>) ● Reflect on rehearsal and performance experiences and musical growth (<i>Reflection journals</i>) |
| Content Objectives | The student will demonstrate the ability to... <ul style="list-style-type: none"> ● Identify and explain the musical terms/concepts: the 5 pure vowels in Ecclesiastical Latin, diphthong, the Waring Tone System. ● Apply principles of Ecclesiastical Latin diction & Waring Tone phonetic spelling for choral singing by learning to sing vowels properly in Ecclesiastical Latin and producing good tone quality while singing these vowels. |
| Language Objectives | The student will demonstrate the ability to... <ul style="list-style-type: none"> ● Pronounce the 5 Ecclesiastical Latin vowels and various diphthongs accurately ● Speak and write out the phonetic spelling of “Ave verum corpus” using the Waring Tone System ● Explain the Latin pronunciation of “Ave verum corpus” to others ● Explain the English translation of “Ave verum corpus” to others |

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| | <ul style="list-style-type: none"> Distinguish the diction differences between English and Ecclesiastical Latin (<i>Note: vowels and diphthongs may be a new concept to some</i>) |
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| Materials and Equipment Needed for this Lesson |
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| <ul style="list-style-type: none"> Piano to lead warm ups SATB scores for “Ave verum corpus” (25 copies for students and 1 for teacher) Sharpened pencil and eraser to make notes in the scores Chair with no arms, suitable for singing |

| | Lesson Stages | Learning Activities | Time Allotted |
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| 1. | Warm-up | <ul style="list-style-type: none"> Review slowly and clearly what vowels are, and different types of them especially for the ELL students. Students participate in warm up exercises while speaking and singing different vowels with their soft palate lifted. | 10 minutes |
| 2. | Presentation | <ul style="list-style-type: none"> Read through the Latin text and the English translation together. Identify the 5 pure vowels in Ecclesiastical Latin together as a class, taking extra time for ELL students. Discuss Ecclesiastical Latin diphthongs. Go over the phonetic spelling for “Ave verum corpus” using the Waring Tone System. | 15 minutes |
| 3. | Practice and Production | <ul style="list-style-type: none"> While thinking about what was discussed as a class, sight sing through “Ave verum corpus” on rhythm and pitch, singing the vowels with good tonal quality (i.e., soft palate lifted). Have students practice in smaller groups with their own voice part (i.e., in sectionals: Sopranos together, Altos, Tenors, Basses etc). | 30 minutes |

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| 4. | Closure | <ul style="list-style-type: none"> ● Review and perform the whole piece together on rhythm and pitch (without piano accompaniment) ● Homework will be to review and practice their part of “Ave verum corpus”, and to fill out their reflection journal. | 5 minutes |
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| Assessment/ Evaluation of Students’ Learning | <ul style="list-style-type: none"> ● Individual assessment will not be carried out in this lesson. ● Students will be asked to fill out their reflection journals, which will be added to their file. |
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| Adaptations for English Language Learners | <p>Warm Up</p> <ul style="list-style-type: none"> ● Try not to talk too fast. Talk everything clearly. ● Explain what vowels are. <p>Presentation</p> <ul style="list-style-type: none"> ● Always ask if there are any questions ● Talk slowly. <p>Practice & Production</p> <ul style="list-style-type: none"> ● Walk around the room during small group practice time and ask if anyone needs some clarification or help. <p>Closure</p> <ul style="list-style-type: none"> ● Repeat and rephrase information to make sure everyone understands it. ● Talk slower and more clearly. <p>Assessment</p> <ul style="list-style-type: none"> ● Pay attention to the ELL students’ reflection and their understanding of the lesson. ● ELLs will be given extra/sufficient time to complete reflection journals and may choose to write in their home language depending on their comfort level and ability. ● Criteria and grading rubric for final assessment (school concert) will be given well in advance to ELLs, with the option of having it translated into their home language. |
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LESSON #3

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| Name of lesson: Choral diction and pitch security | Duration: 60 minutes |
| Lesson Overview | This lesson will focus on securing diction and pitches (note accuracy) in both “Locus Iste” and “Ave verum corpus” by learning about the 5 main factors in correct singer’s diction and the different types of consonants. Following this lesson, students will be able to identify the 5 main factors in correct singer’s diction, voiced versus unvoiced consonants, and the four different types of consonants. As an adaptation for ELLs, the teacher will provide a diction handout in advance for them to look at and ask questions about before the lesson. |
| Big Idea | Growth as a musician requires perseverance, resilience, and reflection. |
| Curricular Competencies | <ul style="list-style-type: none"> ● Develop and refine technical skills and expressive qualities (<i>Ecclesiastical Latin diction and pronunciation</i>) ● Reflect on rehearsal and performance experiences and musical growth (<i>Reflection journals</i>) |
| Content Objectives | <ul style="list-style-type: none"> ● Identify and explain the musical terms/concepts: the 5 main factors in correct singer’s diction, unvoiced & voiced consonants, fricatives, plosives, glides, nasals. ● Apply principles of Ecclesiastical Latin diction concerning different types of consonants for choral singing. |
| Language Objectives | <ul style="list-style-type: none"> ● Speak the phonetic spelling of “Ave verum corpus” and “Locus Iste” using the Waring Tone System ● Sing their respective part on rhythm, pitch and text with correct diction and pronunciation ● Explain the Latin pronunciation of consonants and vowels to others |

Materials and Equipment Needed for this Lesson

- Piano to lead warm-ups
- Copy of the Singer’s Diction “Study Sheet” (24 copies)
- Copy of the Latin Pronunciation Guide document (24 copies)
- Copy of the Waring Tones Phonetic Spelling for “Ave verum corpus” and “Locus Iste” (24 copies)

- SATB scores for “Ave verum corpus” and “Locus Iste” (25 copies for students and 1 for teacher)
- Sharpened pencil and eraser to make notes in the scores
- Chair with no arms, suitable for singing

| | Lesson Stages | Learning Activities | Time Allotted |
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| 1. | Warm-up | <ul style="list-style-type: none"> ● Lead students through a variety of vocal warm-ups, as listed below, standing up and spread out. Physical - Stretching & body mapping (articulators) Breath - hissing Resonance - “Sing-ee” descending Phonation - Sirens Singing - Vowel arpeggios Singing - Itty Bitty Robot (diction) Solfege - Solfege song (do to re etc) | 10 minutes |
| 2. | Presentation | <ul style="list-style-type: none"> ● Students are asked to take out their Singer’s Diction “Study Sheet” and Latin Pronunciation Guide. ● Teacher will go over the 5 Main Factors in Correct Singer’s Diction and answer any questions. <ul style="list-style-type: none"> ○ New words will be written on the board with a definition as needed. ● Teacher will go through each of the consonant sounds one at a time explaining proper pronunciation and students will repeat it back (call & response fashion). <ul style="list-style-type: none"> ○ unvoiced & voiced consonants, fricatives, plosives, glides, nasals ● Teacher will ask students to circle any new consonant sounds with a pencil. ● Teacher will give 2 minutes of independent score study time for students to look over both “Ave verum corpus” and “Locus Iste”. ● Students will be asked to look for all of the types of consonants and will | 15 minutes <i>(10 minutes in a large group setting, 2 minutes in independent setting, and 3 minutes of group discussion)</i> |

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| | | <p>be asked to share their findings with the group.</p> <ul style="list-style-type: none"> • Class will have a short 3 minute group discussion around the types of consonants within both pieces. | |
| <p>3.</p> | <p>Practice and Production</p> | <p>Group Work</p> <ul style="list-style-type: none"> • Students are given a final copy of the phonetic spelling for “Ave verum corpus” and “Locus Iste”. • Teacher will model pronouncing the text for both pieces (line by line), and the students will repeat each line back. • Students will then be placed into groups of 4-5 and will practice speaking the phonetic spelling of “Ave verum corpus” and “Locus Iste” using the Waring Tone System. • After, students will present their developments to the class in their small groups, the teacher will provide feedback as needed, and informally assess the students’ progress (satisfactory/not satisfactory). <p>Class Rehearsal</p> <ul style="list-style-type: none"> • Starting with “Locus Iste”, students will sing their respective part on rhythm, pitch and text with correct diction and pronunciation. <ul style="list-style-type: none"> ○ Teacher will review any parts that are still not secure and provide feedback. ○ Teacher will repeat this process for “Ave verum corpus”. <p>Group Work</p> <ul style="list-style-type: none"> • Students will be placed into their “sections” (i.e., soprano, alto, tenor, bass) and will be asked to explain the Latin pronunciation of consonants and vowels for both texts to their group members. • Teacher will circulate the room to assist as needed, answer any questions, and informally assess | <p>30 minutes</p> <p><i>(10 minutes of initial group work, 15 minutes of class rehearsal, and 5 minutes of final group work)</i></p> |

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| | | students' progress (satisfactory/not satisfactory). | |
| 4. | Closure | <ul style="list-style-type: none"> ● Everyone will sing through both pieces acapella to evaluate how secure students are with their pitches. ● Students will be encouraged to use the Waring Tone phonetic spellings they just practiced in order to have clear and clean diction. <ul style="list-style-type: none"> ○ Goal is to sing through with proper pitches and diction (80% success rate). ● If time allows, everyone will sing through a second time from memory (i.e., without scores) as a preview for what we will be working on next class. ● Students will be reminded to complete their reflection journals before the next class. | 5 minutes |

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| Assessment/ Evaluation of Students' Learning | <ul style="list-style-type: none"> ● Students will be informally assessed (satisfactory/not satisfactory) by their ability to speak the phonetic spellings, and explain the pronunciations of both pieces during their small group work time. ● Teacher will evaluate the group's ability to sing through both pieces on rhythm, pitch and text with correct diction and pronunciation (at least an 80% success rate). ● Students will receive participation marks based on contributions (both introverted and extroverted) to the designated class rehearsal, independent work, and group work times. <ul style="list-style-type: none"> ○ Participation marks will be based off of students' reflection journals at the end of class. ● Students will be asked to perform "Ave verum corpus" and "Locus Iste" as a Concert Choir in the upcoming school concert, where diction, pronunciation, and performance professionalism will be assessed by the teacher. |
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| Adaptations for English Language Learners | <p>Warm Up</p> <ul style="list-style-type: none"> ● Go through warm-ups slowly, and always give a physical gesture with any verbal explanations of exercises. |
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| | <ul style="list-style-type: none"> ● Instructions will be given as short, simple sentences, as well as summaries for any long/complex sentences. <p>Presentation</p> <ul style="list-style-type: none"> ● ELLs will be provided with the consonant handout ahead of time, and will be given the choice of making flashcards to refer to ● Repeat new vocabulary many times and give gestures and visuals (images/pictures) to explain them. <ul style="list-style-type: none"> ○ Allow ELL to use a dictionary in their home language for reference. ○ Be sure to chunk and break down all new information and instructions into small, concise steps. ● Reduce the amount of metaphors, idioms or colloquial language used, and explain any that are used. <p>Practice & Production</p> <ul style="list-style-type: none"> ● When working on singing their parts on text, be sure to repeat words/phrases several times and provide further definitions/context as needed. ● Small groups will have at least 1 ELL in each so that they can be supported by the English language speakers. <ul style="list-style-type: none"> ○ Encourage students to talk about the new concepts presented and use new explicitly taught vocabulary in small groups. ● Check in on ELLs during group time to offer support as needed <ul style="list-style-type: none"> ○ A good time to offer words of encouragement, as well! <p>Closure</p> <ul style="list-style-type: none"> ● Continue using gestures, body language and visuals to guide ELL through the text when doing final sing through. ● Be sure to do a final check-in with ELLs to congratulate them on their progress and offer positive feedback. <p>Assessment</p> <ul style="list-style-type: none"> ● ELLs will be given extra/sufficient time to complete reflection journals and may choose to write in their home language depending on their comfort level and ability. ● Criteria and grading rubric for final assessment (school concert) will be given well in advance to ELLs, with the option of having it translated into their home language. |
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LESSON #4

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| Name of lesson: Balance and blend (final preparations and concert) | Duration: 60 minutes |
| Lesson Overview | In this lesson, students will continue to work on the pieces of music rehearsed in previous lessons (“Locus Iste” and “Ave verum corpus”), using general music and choral techniques to improve their performance. Students will also be introduced to performance practice/etiquette in anticipation of their performance of the pieces. Finally, the teacher will quiz the students on the English translation of the text, so that the meaning of the music is apparent to students in their performance. |
| Big Idea | Growth as a musician requires perseverance, resilience, and reflection. |
| Curricular Competencies | <ul style="list-style-type: none"> ● Perform in large ensemble contexts (<i>Concert Choir</i>) ● Demonstrate respect for self, others, and the audience (<i>School concert performance</i>) ● Make connections with others on a local, regional, and global scale through music (<i>School concert performance</i>) ● Express meaning, intent, and emotion through music (<i>English translations of text</i>) ● Reflect on rehearsal and performance experiences and musical growth (<i>Reflection journals</i>) |
| Content Objectives | <p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> ● Perform both pieces from memory ● Demonstrate professionalism while performing in their upcoming School Concert performance |
| Language Objectives | <p>The student will demonstrate the ability to...</p> <ul style="list-style-type: none"> ● Sing their respective part from memory on rhythm, pitch and text with correct diction and pronunciation ● Explain the English translation of “Locus Iste” and “Ave verum corpus” to others by remembering the meaning of the Latin texts and being aware of their significance to the music’s original purpose. ● Explain the meaning of various Italian terms seen in the music they are singing. |

Materials and Equipment Needed for this Lesson

- Piano to lead warm ups

- SATB scores for “Ave verum corpus” and “Locus Iste” (25 copies for students and 1 for teacher)
- Sharpened pencil and eraser to make notes in the scores
- Chair with no arms, suitable for singing

| | Lesson Stages | Learning Activities | Time Allotted |
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| 1. | Warm-up | <ul style="list-style-type: none"> ● Choral warm-up, consisting of these exercises: Physical - Stretching & 30 seconds of silence Breath - Floor inhalations/exhalations Resonance - Lip trills Phonation -Vowels descending (S, F, M, R, D) Singing - Zee-eh, Zee-ah, Zee-oh Singing - Laughing is contagious (diction) Solfege - Solfege canons | 10 minutes |
| 2. | Presentation | <ul style="list-style-type: none"> ● Students take out music for “Ave verum corpus”. Teacher quizzes students on translation, line by line. ● Teacher explains liturgical significance of text, and possible original use of the music. ● This process is repeated for “Locus Iste”. | 15 minutes |
| 3. | Practice and Production | <p>Performance Preparation</p> <ul style="list-style-type: none"> ● If space that performance is occurring in is available and not far from the starting location, have choir practice entering it in an orderly fashion. ● Teacher reviews important aspects of deportment/etiquette for upcoming rehearsal - dress code, importance of staying quiet when turning pages. <p>Class Rehearsal</p> <ul style="list-style-type: none"> ● Once the choir is situated in rehearsal/performance space, they will sing “Ave verum corpus” and “Locus Iste” together. Teacher will stop the choir at points that need further attention to detail. At places with new dynamic or articulation markings, the teacher will quiz | 30 minutes |

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| | | <p>students on their meaning/pronunciation.</p> <ul style="list-style-type: none"> ● Rehearsal will be focused on a synthesis of everything in previous lessons (unison of diction, | |
| 4. | Closure | <ul style="list-style-type: none"> ● Review of important information prior to the final concert. ● Students will be reminded to complete their reflection journals before the final concert. | 5 minutes |

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| Assessment/ Evaluation of Students' Learning | <ul style="list-style-type: none"> ● No individual assessment in this lesson. Students will be quizzed on Latin-English translations and dynamic meanings, but will not be formally assessed. ● Students will sing in the final school concert and be given marks for participation and professionalism. ● Students asked to fill out their reflection journals after this lesson, as well as following the final concert. |
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| Adaptations for English Language Learners | <p>Warm Up</p> <ul style="list-style-type: none"> ● Everything in this section will first be demonstrated by the teacher, and will involve copying simple phonetic sounds, rather than words, making it easier for ELLs to follow. <p>Presentation</p> <ul style="list-style-type: none"> ● Write down Latin terminology, so students can copy it down on their music for further reference if understanding of religious function is still not established. ● In the translation section, attention will be given to ELL students to make sure that they have an understanding of what the text is about. <p>Practice & Production</p> <ul style="list-style-type: none"> ● By following each other, students will have less issues entering/exiting the performance space. ● Slow speaking and obvious references to pieces of clothing for the concert dress code. This will be repeated at the end of the rehearsal. ● Teacher demonstrates the changes in dynamics and articulation that they are asking for, so students are not confused. <p>Closure</p> <ul style="list-style-type: none"> ● Repeat important points in preparation for performance. |
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| | <p>Assessment</p> <ul style="list-style-type: none">● Take note of issues that ELL students refer to in their reflections, and plan how to solve them in future rehearsals● Ensure that ESL students understand the meaning of musical terminology as well as other students. This could be done by demonstrating their meaning. |
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Unit Reflection

This unit plan was designed to ensure that all four of the lessons would reach ELLs of various levels. It has also been designed so that lessons and/or concepts can be repeated, expanded, or shortened based on the needs of the students, particularly ELLs. At the centre of the unit plan was the use of scaffolding and the Cummins models. The entire unit was constructed so that teachers could integrate more or less support, depending on the students' abilities, to ensure ELLs were feeling successful. ELLs also had the option to create concept/vocabulary flashcards to support them as they learned new terminology.

Scaffolding for comprehension is present through the use of the "Total Physical Response" by using physical gestures, especially during warm-ups. The unit also aims to use scaffolding for production by creating a safe environment for ELLs to experiment with language and diction, hence why they were given multiple opportunities to practice speaking/singing in groups. The use of group work also helped nurture scaffolding for interaction, as it placed an emphasis on collaboration and established a routine for the ELLs. Due to the reality that not all ELLs are at the same point on the CEFR scale, all lessons were adapted to accommodate various levels of language development. For example, instructions are given slowly, in a short, concise manner, colloquial language and metaphors are limited, and information is always broken down into smaller chunks.

Demonstration from the teacher was another method for ensuring understanding from all students. In many sections of a choral rehearsal, such as the warm-up, learning a new piece, rehearsing music, or applying dynamic changes and other techniques, the teacher can model this themselves through their modeling and/or conducting so that students are able to follow along regardless of their English language abilities. For example, instead of a teacher saying, "this section needs a stronger crescendo", they could sing the line back to their students in that particular style and/or show a greater crescendo with their hands, making it clear what is expected of them.

Also at the centre of this unit plan was the "Big Idea" of growth as a musician requiring constant reflection, which is also a great tool for ELLs to utilize. Seeing as one of the curricular competencies was to "reflect on rehearsal and performance experiences and musical growth" through the completion of reflection journals, ELLs can be given extra time to complete them and they may choose to complete their journals in their home language in order for them to feel and be successful. The reflection journals also allow the teacher to closely monitor ELL progress and give feedback more efficiently. Additionally, this unit allows criteria and grading rubric for assessments to be given well in advance to ELLs, with the option of having it translated into their home language, so that they are able to ask any clarifying questions before it is due.

Furthermore, this unit plan focused on Ecclesiastical Latin, as there are only five pure vowels with very few diphthongs and no triphthongs making diction much less complex than English, for example, and therefore easier for ELLs to grasp. When introducing a new piece, walking through the text together as a class but taking the extra time to read it slowly for the ELL students is important. Explaining what vowels are and how they sound in the language that

the music is written in (i.e., Ecclesiastical Latin) is a significant step for the ELL students before learning the pitches within the piece. Paying attention to how they are reading the text and if they really understand the meaning of the piece are also good ways to check their understanding. It is always beneficial to have ELL students write the text out by hand both in Ecclesiastical Latin and with the Waring Tone phonetic spelling system, as this will strengthen their understanding of the language and its pronunciation. Lastly, as students begin to learn more about the text of each piece, it is important to check-in by walking around the class to monitor their progress and offer support as needed.

Learning from peers in a small group is also an effective method for ELLs. This way, local English speaking students can provide help and support, especially if ELLs are more hesitant to ask questions in front of the class. Small group learning is another form of useful in-class practice time for ELLs to review what they have just learned with other students. Additionally, some ELLs may be visual learners, as it is the most common type of learner in the world. Therefore, writing keywords from the text and common musical terms on the whiteboard would provide additional support about the pronunciation and the accurate spellings of those words.

In summary, the goal of this unit plan was to use reflection as a means to explore Ecclesiastical Latin. Reflection also provided a means to support ELLs at various stages of language development in order for them to be successful at the final school concert, all while ensuring that their English language skills were continuing to grow and flourish!

Resources

Singing Choral Music with Ecclesiastical Latin Text

Latin diction guide:

<https://cmed.ku.edu/rehnotes/latin.html>

Ave verum corpus - W. A. Mozart

https://www.cpdL.org/wiki/images/4/4d/K618_Ave_verum_VS_PML.pdf

Ave, verum corpus
natum de Maria Virgine,
Vere passum immolatum
in Cruce pro homine,
Cujus latus perforatum
unda fluxit et sanguine,
Esto nobis praegustatum
in mortis examine.

Hail, true body
born of the Virgin Mary,
Who truly suffered, sacrificed
on the Cross for man,
Whose pierced side
overflowed with water and blood,
Be for us a foretaste
In the test of death.

Locus Iste - A. Bruckner:

https://www.cpdL.org/wiki/images/9/94/Locus_Iste_rev.pdf

Locus Iste a Deo factus est,
Inaestimabile sacramentum,
irreprehensibilis est.

This place was made by God,
a priceless sacrament;
it is without reproach.