

Greetings, singers! For this assignment, please pick ONE thing per week to do and submit with your teacher by Friday at 2:30pm. We will continue to use this list going forward, so just pick your favorite for now. This is your opportunity to direct your own learning and interests. There is no way for us to replicate the beauty and benefits of singing together in real-time at this point, but we can do things to continue to thrive as musicians. Realizing that you all have different prior experiences and different ability levels, I have provided learning experiences that allow you to:

- Create
- Analyze
- Perform
- Explore
- Process
- Practice
- Learn from others
- Learn by yourself

THE FOUR QUESTIONS:

Please submit your work, along with answers to the following questions:

1. What did you do?
2. Why did you pick this experience?
3. How do you know if you learned anything from doing it?
4. What could you do next to extend this experience?

Be prepared to receive feedback your teacher and be willing to answer any additional questions they may have for you based on your experience.

Here are your CHOICES (Pick ONE for every week):

1. **Be a conductor:** Pick one of our pieces that we are working on and record a video of yourself conducting to a recording of that piece (be sure to have the audio playing out and not into headphones/earbuds). Move beyond just keeping time and conduct using gestures and cues that you believe would help a choir perform that piece. *And answer the four questions.*
2. **Be a composer who uses music technology:** Make a piece of music using garageband. Include a vocal line and at least three other sound layers. Tell me about your composition process either by writing up a short summary or recording an audio response that is between two and five minutes long. Your garageband piece should be at least 30 seconds long. *And answer the four questions.*
3. **Be a choral composer who uses traditional notation:** Make a piece of music using MuseScore (free online). Compose either a warm-up exercise (complete with lyrics) or a piece for choir (SATB with or without other instrumentation). Tell me about your composition process either by writing up a short summary or recording an audio response that is between two and five minutes long. Your piece length is determined by you. *And answer the four questions.*
4. **Be a performer:** Record audio or video of yourself performing your favorite song to a karaoke track. Tell me why it's your favorite song right now and why you like singing it. *And answer the four questions.*

5. **Be a performer/creator:** Record an audio or video of yourself performing your own harmony parts that you have made up to a recording of your favorite song. Imagine you are a back-up singer and be creative! Tell me why it's your favorite song right now and why you like it. *And answer the four questions.*
6. **Be a teacher:** Find a video online that would be valuable for your peers to watch that is related to singing/choir/music. Write up an explanation of why it would be beneficial for anyone in our class and what you learned from watching it. Provide some prompt questions that could help students think about the content in the video. *And answer the four questions.*
7. **Conduct an interview:** Ask a family member you're stuck with (or call someone) about their music making. Some possible questions are: Did they/do they have formal or informal music education? How do they prefer making music? What impact has music had on them? Do they think that all students should be exposed to music education? What memories do they have about music making? Write up a summary of your findings with any insights you have about this interaction or record an audio response that is between two and five minutes long. *And answer the four questions.*
8. **Do a comparative analysis:** Find two recordings of the same piece by two different artists (you could use one of our choral pieces we are preparing or a song recorded by two different artists). Analyze how they are similar and how they are different and why you prefer one over the other. Write up an analysis (at least one page single spaced). *And answer the four questions.*
9. **Explore music careers:** Consider all of the ways that you consume music now that you are social distancing. Explore and pick a music career that is responsible for bringing music into your home (e.g. sound engineer, commercial artist, film composer, jingle writer, youtube artist). Write up a short summary of what this person does, what type of schooling would be helpful for this career, skills necessary for this job, and your thoughts on that profession. *And answer the four questions.*
10. **Listen to Song Exploder:** Pick your favorite artist or explore someone new. Listen and respond to one of these Song Exploder episodes. <http://songexploder.net/episodes> What is their creation process like? What surprises you about this episode? Write up a summary of your findings with any insights you have about this or record an audio response that is between two and five minutes long. *And answer the four questions.*
11. **Keep a listening log:** Pick three pieces of music and journal about them. Include your thoughts about personal connection to the pieces, as well as insights into how the pieces are constructed (at least one page single spaced). Maybe consider how the pieces are similar or different to each other. Either provide your journal entries or record an audio response with your phone voice memo app that is between two and five minutes long. *And answer the four questions.*
12. **Pitch an idea:** If you would like to create your own music learning experience, pitch your idea here. I will review your suggestion and give you the go-ahead or offer suggestions for making it viable. Be sure to make your case for why you would benefit from your own idea.

You will receive credit for the assignment (not the pitch- so pitch early). *And answer the four questions at the conclusion of your work.*

13. **Practice music theory skills:** Pick three lessons from <http://www.musictheory.net> and complete the corresponding exercises. Screenshot your score, once you get over an 80% passing rate for each of the three exercises. Be prepared to answer a few theory questions I direct at you related to your exercises (don't have someone else do these for you, actually practice them yourself). *And answer the four questions.*
14. **Research:** Pick one of our pieces we are preparing, or one from the list at the end of these assignment pages, and do some research on it. Things to consider might be intent of the composer, context of time and place, lyric interpretations, and/or structure of the composition. Write up a detailed description of the piece that demonstrates your understanding of it from a deeper perspective (at least one page single spaced). *And answer the four questions.*
15. **Watch a Tiny Desk Concert:** Pick your favorite artist or explore someone new. Watch and respond to one of these Tiny Desk Concerts. How is their performance here different from their previously recorded versions? Does the format of the Tiny Desk Concert help or hinder their music making? <https://www.npr.org/series/tiny-desk-concerts/> Write up a summary of your findings with any insights you have about this or record an audio response that is between two and five minutes long. *And answer the four questions.*

The intent of these experiences is for you to grow as a musician. Email your teacher with any questions you have. I'm happy to help support your learning. Be well, stay home, and keep music in your life!

High School SATB Repertoire (for use on #'s 8, 11, 14, or anything else!!)

Achieved is the Glorious Work, Haydn
Ain't-a That Good News, Dawson
Alleluia, Thompson
Amor De Mi Alma, Z. Randall Stroope,
Amor Vittorioso, Gastoldi, ed. Leininger
Ave Maria, Liebergen/Caccini
Ave Maria, Franz Biebl
Ave Verum Corpus, Mozart
Awake the Harp, Haydn
Betelehemu, Nigerian Carol, arr. Barrington Brooks
Blow, Blow Thou Winter Wind, Rutter
Cantate Domino, David Brunner
Chester, Billings
Come to Me My Love, Dello Joio
Come to the Music, Joseph Martin
Crucifixus, Lotti
Der Tanz, Schubert
Dirait-on, Morten Lauridsen

Domine Ad adjuvandum Me Festina, Martini
Duond Akuru, Dillworth
Elijah Rock, Hogan
Erev Shel Shoshanim, arr. Jack Lebanow
Esto Les Digo, Mendoza
Frostiana, Thompson
Hallelujah, Beethoven
Hark I Hear the Harps Eternal, Alice Parker
He Watching Over Israel, Mendelssohn
Hodie, Sweelinck
How Lovely is Thy Dwelling Place, Brahms
I Love My Love, Gustav Holst
If Music Be the Food of Love, Dickau
Il est bel et bon, Passereau
In Remembrance, Daley
Jesu, meine Freude, J. S. Bach
Lacrymosa, Mozart
Laudate Dominum, Mozart
Last Words of David, Thompson
Living in a Holy City, Hatfield
My Soul's Been Anchored in the Lord, Moses Hogan
My Spirit Sang All Day, Finzi
O Magnum Mysterium, Lauridsen
O Magnum Mysterium, Vittoria
O Vos Ommes, Vittoria
Lacrymosa, Mozart
Laudate Dominum, Mozart
Pilgrim's Hymn, Paulus
Praise His Holy Name, Keith Hampton
Regina Coeli, Mozart
Set Me as a Seal, Clausen
Shenandoah, Erb
Shepherd's Carol, Billings
Sing a Song of Sixpence, Rutter
Sing Me To Heaven, Gawthrop
Tambur, Bardos
Te Deum, Haydn
The Coolin, Barber
The Heavens are Telling, Haydn
Ubi Caritas, Durufle
Veni, Jesu, Cherubini
Wade in the Water, Koepke
We Will Rejoice in Thy Salvation from "Joseph and His Brethren", Handel
Zigeunerleben, Schumann