

## Harry T Burleigh Lesson Template

Compiled by: Patrick Dailey, M.M., Countertenor, Adjunct Professor of Voice, Tennessee State University

<b>Teacher Name:</b>	<b>Grade:</b> 6 <sup>th</sup> -12 <sup>th</sup> grades	<b>Subject:</b> Music-Vocal, Choral
<b>Unit Title:</b> Delving Deep, Crossing Over	<b>Week(s) of:</b> Determined by Instructor	
<b>Standards:</b> MU: Pr5.1.7a Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform MU: Pr6.1.8a Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.  MU: Pr4.3. E. II a Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.	<b>Learning Goal(s)/Target(s):</b> The students will be able to: <ol style="list-style-type: none"><li>1) identify characteristics of the Negro Spiritual in both raw and concert form,</li><li>2) acquire knowledge of Harry T. Burleigh and other African American composers,</li><li>3) skillfully and effectively perform Burleigh's setting of "Deep River".</li></ol>	
<b>Instructional Day 1</b>		
<b>Date:</b> Determined by Instructor		
<b>Anticipatory Set:</b> Teacher will show Burleigh's Erie Hall of Fame YouTube video with the option of an additional clip from the suggested list.		
<b>Input/Modeling:</b> Teacher will provide additional information on the Negro Spiritual in relation to Burleigh. Teacher will model performance practice.		
<b>Guided Practice:</b> Teacher and students will explore various aspects of the score (key, rhythms, pitches, text/diction, chordal harmony/analysis, etc). Teacher will divide students into sectionals and/or quartets/trios.		

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**Closure:**  
Teacher will check for student understanding of Burleigh and the music by asking open ended questions.

**Independent Practice:**  
Students will sing through assigned portions of “Deep River” for the teacher.

**Differentiation**  
\*Differentiation occurs throughout the learning process.

<b>Reteach/Remediation</b>	<b>Enrichment</b>
Phonetic, Rhythmic, and Pitch Exercises Correlations to familiar styles known by student	Side by side analysis of “Deep River” and other pieces being prepared over the semester/school year.

**Homework:**

**Instructional Day 2**

**Date:**

**Anticipatory Set:**

**Input/Modeling:**

**Guided Practice:**

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<b>Closure:</b>	
<b>Independent Practice:</b>	
<b>Differentiation</b> *Differentiation occurs throughout the learning process.	
<b>Reteach/Remediation</b>	<b>Enrichment</b>
<b>Homework:</b>	

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*Check all that apply. Blank spaces have been added for additional strategies.*

<b>Learning Stations</b> <i>Teacher scaffolds the activities to meet the needs of the students.</i>	
<b>Station 1</b>	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5
<b>Station 2</b>	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5
<b>Station 3</b>	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5
<b>Station 4</b>	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5
<b>Station 5</b>	<input type="checkbox"/> Day 1 <input type="checkbox"/> Day 2 <input type="checkbox"/> Day 3 <input type="checkbox"/> Day 4 <input type="checkbox"/> Day 5