

Song Title:

La Horona

Copy/paste your **Skill Objectives/Outcomes** from your Analysis assignment (include all objectives):

Student will be able to counting. Students will be able to blend
Strategies & assessments associated with the skill objectives (include at least 2 skill objectives and at least 3 strategies for teaching each skill):

3 Strategies for skill 1:

- clap the rhythms together.
- have them speak the words in rhythm.
- count along in parts

3 Assessments for skill 1:

- counting of sections in parts.
- no counting in back that has their counting down
- make small sections and have a few questions each part sing this rhythm.

3 Strategies for skill 2:

- rapping choruses
- interpreting dynamics as they put them into hardware
- tell them to listen to each other

3 Assessments for skill 2:

- ask students to sing a chorale in La Horona by giving them the rest of the chord
- have the parts sing a small section and then forbidden
- go through parts of the piece with dynamic shifts to listen for blend with changing dynamics

Copy/paste your **Cognitive/Knowledge Objectives/Outcomes** from your Analysis assignment:

Students will understand a Mexican folk song. Students will be able to explain hemelas.
Strategies to attain your skill objectives:

Strategies & assessments associated with the knowledge objectives (include at least 2 knowledge objectives and at least 3 strategies for teaching each knowledge objective):

3 Strategies for knowledge 1:

- listen to multiple versions of La Horona.
- have students looking the legend of La Horona.
- ask students how La Horona is used in Mexican culture.

3 Assessments for knowledge 1:

- ask questions about the piece after thoroughly explaining.
- have students write a paragraph about La Horona and its cultural context.
- have students discuss and share their thoughts on what makes it a Mexican folk song.

3 Strategies for knowledge 2:

- explain hemelas
- find other pieces with hemelas
- go through the meaning in La Horona and students understand.

3 Assessments for knowledge 2:

- read out index cards and have students draw a hemela.
- ask students to define hemelas.
- ask students about the purpose of a hemela.

Copy/paste your **Artistic/Affective Objectives/Outcomes** from your Analysis assignment:
Students will be able to describe dynamics.

Strategies to attain your artistic/affective objectives:

Strategies & assessments associated with the artistic/affective objective (include at least 1 strategy for at least 1 artistic/affective objective):

Strategies for artistic/affective 1:

- *Students will warmup using different called out dynamics.*

Assessment for artistic/affective 1:

- *Go by section and listen for the dynamic shifts.*