

Using the Sing! Learning Resource Page ^(TM)

Circled areas at the top of each LRP indicate which artistic process(es) are addressed. The use of bold print indicates which process component is addressed by the focus question.

Key vocabulary terms in bold italics are defined for students in the Sing! Glossary of Key Vocabulary Terms, available to download and print at www.choristersguild.org/school

Learning Resource Page TM

CREATING <i>Imagine (#1)</i> <i>Plan & Make (#2)</i> <i>Evaluate & Refine (#3.1)</i> <i>Present (#3.2)</i>	PERFORMING SELECT (#4.1) ANALYZE (#4.2) <i>Interpret (#4.3)</i> <i>Rehearse, Evaluate & Refine (#5)</i> <i>Present (#6)</i>	RESPONDING <i>Select (#7.1)</i> <i>Analyze (#7.2)</i> <i>Interpret (#8)</i> <i>Evaluate (#9)</i>	CONNECTING PERSONAL EXPERIENCES (#10) <i>Varied Contexts (#11)</i>
---	---	---	--

PERFORMING

Drying Their Wings

I. Musicians **SELECT**: The context of a performance and an understanding of the technical challenges to individual performers and the chorus influence rehearsing and performing.

A. Identify and relate other choral works to this work.

- How did you establish relationships between works?
- What works are similar? Different?

B. For an **audience** member, it is important to experience a variety of music.

- Why do audiences become bored and disinterested?
- How can the choice of music influence the audience's response?

EXTEND: *Develop a concert program including this work and a least four other works. What influences the choice of repertoire? In what order would you present the works?*

II. Musicians **ANALYZE**: Rehearsals and performances are enhanced through understanding the structure and context of a work.

A. What measures of the **form** of this work present the Introduction, A, A', B, A", Coda? How is each section of the form different? Similar?

B. The composer uses **unity and variety** to create interest and express their intent.

- Where and how is **repetition** and **imitation** used? How does it help express the poetry?
- Where and why are there changes between **unison singing** and **part singing**?

EXTEND: *Practice emphasizing the qualities within and between the sections of the work. What qualities need to be stressed in each section to help the poetry 'come alive'?*

CONNECTING

Musicians are influenced by **PERSONAL EXPERIENCES**: Creating, performing, and responding to a work is influenced by a person's experiences, interests, ideas and knowledge.

Butterflies are among those that 'dry their wings'. This text however takes us somewhere else.

- How does this **poetry** relate to butterflies?
- What personal images, settings, or feelings emerge from reviewing the text?
- When has something seemed clear only to become, after looking more deeply, something more?

EXTEND: *Practice with increasing sensitivity of the poetry. How does expressing what's inside the poetry influence performing?*

KEY VOCABULARY

Audience, Form, Unity and variety, Repetition, Imitation, Unison singing, Part singing, Poetry

Learning Resource Page by Michael Jochen
Michael Jochen, SING! Resource Page editor & coordinator

Explore teacher and student resources for this work and other SING! titles at www.choristersguild.org/school

Focus questions direct students to musical characteristics of this work.