Objectives:
Students will learn the choral piece Da Pacem Domine by Melchior Franck and will use it to ingrain in students the relationship between the scale pitches Do and Sol. This will be done through an activity called Bodyfege from Dalcroze which teaches scale steps through a hands on activity with students. The students also create their own melodies and rhythms in this activity. When learned, they will sing it for Mass.

I CAN statements:

CREATE: I can improvise rhythmic and melodic ideas.
PERFORM: I can demonstrate understanding of the structure of music.
PERFORM: I can perform music with appropriate interpretation.
PERFORM: I can sing the music with technical accuracy in a way that conveys the creator's intent.
RESPONDING: Apply teacher-provided criteria to evaluate musical works or performances

Vocabulary to know:
Tonic - the first note of the scale. In a major scale, this is Do. In a minor scale, this is La.
Canon - A style of music where one part starts and the other parts repeat the same melody in turn, sometimes starting on the 5th of the scale.
Dominant - the fifth note of the scale

Preparation:
- Makes copies of the music for students.
- Watch the tutorial on how to play Bodyfege. You can play this game with either the movements that they use or following the same directions but using the solfege hand signs instead of the movements (this second option is how I play it with my choirs).
  Bodyfege tutorial: https://www.youtube.com/watch?v=ArVsGHZ8pTE

Explain to students: This piece is a canon. Canons are songs that have a similar melody that is sung by all of the voices. It is common for the higher voices in the choir (sopranos and tenors) to start the melody on the **tonic** or first note of the scale (Do) and for the lower voices - altos and basses - to start on the **dominant** or fifth note of the scale (Sol).

Teaching the music:

1. Practice singing the melody several times in unison, using just the solfege or a nonsense syllable (dee, loo, la, etc...). As the students learn the melody, switch it up by starting on varying pitches. You can also add the words at this point. If they are unfamiliar with Latin, it can be helpful to speak the words and have them repeat it to you.

   Pronunciation: ***Da pacem Domine*,**
   Dah PAW-chem DOH-mee-neh
   Da pacem, Domine
   Dah PAW-chem DOH-mee-neh
   In diebus nostris.
   Een dee-EH-boos NOH-strees

2. Play Bodyfege (linked below) with the students with an emphasis on the pitches on Do and the Sol below Do. Have the students take turns being the leader. You can also play the game where the students sign and sing the patterns "Do-Re-Mi-Fa-Mi" and "Sol-Fa-Re-Mi-Re" but creating their own rhythms. When the students are comfortable finding the Sol below Do and the scale patterns provided above, move on to the next step. This will likely be over a couple of class periods.
3. Sing Do and sustain the note while having the students sing Sol. Practice this until they can come in with the correct pitch and tune the interval correctly. If they are not tuning, repeat step 2 once or twice, then return to Step 3.
4. Sing *Da Pacem Domine* with 2 parts. Start by just making sure that the altos have their pitch when they first come in. If they are finding the correct pitch, keep going. If not, practice the first measure until they have it, returning to steps 2 and 3 if needed.
5. Sing *Da Pacem Domine* in a Mass or concert.
6. Have the students fill out the performance self-evaluation.

Performance Self Evaluation

Name: _____

1. **Did we sing the correct notes and rhythms?**

2. **Did we sing with musicality, shaping the phrases and singing expressively?**

3. **What was the intent of the composer when he wrote this piece? Did we sing it in a way that conveyed this intent?**

4. **Were the harmonies in tune? Were the various voices singing in a way that was unified so that the harmonies "clicked"?**

5. **What else would you like to share about the experience of singing this?**