

Woodshedding Basics

Day 1

Objectives – 1. Introduce woodshedding. 2. Students will review chord structure of I, IV, V, and vi chords using solfege. Students will develop the skill of singing these chords in any order.

1. Review Chords using “do re repeat.”

Do Mi So

Fa La Do

So Ti Re

La Do Mi

2. Sing each as piano is being played, then sing a cappella as director gives starting syllable.

Day 2

Objective – Students will recognize step-wise motion within a chord progression to create a harmony.

1. Sing Chords a cappella as director gives starting syllable.

2. Write chords on the board in I – vi – V – IV – I order.

Ask students to observe how a note can move up, down, or stay the same depending on the chord progression. Examples:

So	Mi	Re	Do	So	So	Mi	Re	Do	So
Mi	Do	Ti	La	Mi	Mi	Do	Ti	La	Mi
Do	La	So	Fa	Do	Do	La	So	Fa	Do

or

So	Mi	Re	Do	So	or	So	Mi	Re	Do	So
Mi	Do	Ti	La	Mi		Mi	Do	Ti	La	Mi
Do	La	So	Fa	Do		Do	La	So	Fa	Do

3. Sing each part as piano is played

Day 3

Objective – Students will compose and sing harmonies in step-wise motion within chord progressions.

1. Hand out “Woodshedding Basics Worksheet.” Allow students time to finish

2. From each voice part, select one worksheet, and have each section learn to sing the part he/she composed as the piano is played.

3. Sing all parts together

4. Select another worksheet from each section. Learn the parts, and sing it together.

Day 4

Objective – Students will improvise within sections to compose their own vocal line.

1. Write a I – IV – vi – V – I Chord progression on the board

So	Do	Mi	Re	So
Mi	La	Do	Ti	Mi
Do	Fa	La	So	Do

2. Sing through the chords as piano plays
3. Ask each voice part to start on a different note

First time –	Part 1 Mi	Part 2 Do	Part 3 So
Second time –	Part 1 So	Part 2 Mi	Part 3 Do
Third time -	part 1 Do	part 2 So	Part 3 Mi

4. Try one of them acappella

Day 5

Objective – Students will create a chord progression to go along with the melody “You Are My Sunshine.”

1. Hand out “You Are My Sunshine” and have students sight sing it with solfege, then actual words.
2. Work with the students to create a chord progression by examining notes on in each measure

Suggestions to students: 1.Observe steps or skips that outline a certain chord, 2. Observe solfege syllables that happen on beats 1 and 3.

Chord progression we should arrive at:

1	2	3	4	5	6	7	8	8.5	9
NC	So	So	Do	So	Do	So	So	Re	So
	Mi	Mi	La	Mi	La	Mi	Mi	Ti	Mi
	Do	Do	Fa	Do	Fa	Do	Do	So	Do

Day 6

Objective – Students will improvise within sections to create harmonies to the song “You Are My Sunshine.”

1. Write chords on the board that were discussed previously.
2. Have each section create their own harmonies to fit into the chords.

Part 1 Do	Part 2 So	Part 3 Mi
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Additional rule: If you can return to your starting pitch, do it.

3. Have one part at a time sing.
4. Sing all together with melody, first with piano, then without.

Fill in all missing solfege chord members:

So	Re	_____	Do	So
Mi	_____	Do	La	_____
Do	So	La	_____	Do

2. Create your own voice part by choosing notes that are the same, or move up one, or move down one. NO SKIPS!

You Are My Sunshine

1. You are my sun - shine my on - ly sun - shine you make me
 2. Do do re mi mi mi re mi do do do re mi

4 hap - py when skies are gray You'll nev - er know dear how much I
 fa la la so fa mi do re mi fa la la so fa

7 love you Please don't take my sun - shine a - way
 mi do do re mi fa re re mi do