

Star of Wonder

E.C.

Star of Wonder

Terre Roche

Available for

SSA Chorus unaccompanied	9208
TTB Chorus unaccompanied	9209
Three-Part Mixed Chorus unaccompanied	9219

ERICK LICHTÉ
Choral Series

Curriculum Guide

For Choir Teachers, By Choir Teachers

by: Colleen McNickle & Coty Raven Morris
<https://www.ecspublishing.com/curriculum>

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Get to know Colleen and Coty, the creators behind this guide. Have you enjoyed this guide? Take a peek at several similar guides within the Galaxy Music Catalog.



WELCOME!

We are delighted that you have chosen to purchase this curricular resource for your choirs! We have worked hard to provide you with a comprehensive approach to teaching this piece, while leaving space for you to add your own brilliant ideas. From music theory to social issues to science and literature—we believe all of these topics and more not only belong in choir rooms, but also have the potential to lead to more intentional and empowered choral musicians. We encourage you to think outside the box and engage with your repertoire in mindful and meaningful ways!

Whether you follow this guide step-by-step or simply use the information to inform your instruction, we are confident that you will benefit from this resource. Happy singing!

Teachers are permitted to make copies of the quizzes and activities in this book for students' use.
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Teaching Objectives

Within every piece of choral music lies myriad teaching objectives. Here are a few teaching objectives for *Star of Wonder* that we have addressed within this curriculum guide.

- ☐ Students will be able to...
Read and sing a piece with shifting tonal centers and mixed meters.
- ☐ Students will be able to...
Find a balanced blend in a three part *divisi*, paying special attention to softer dynamics and challenging dissonances.
- ☐ Students will be able to...
Identify, define, and put into practice vocabulary terms and musical instructions from *Star of Wonder*.
- ☐ Students will be able to...
Draw interdisciplinary arts connections to the lyrics and message of *Star of Wonder*, finding and/or creating pieces of complementary art.
- ☐ Students will be able to...
Listen to and evaluate folk trio music, drawing connections from listening examples to *Star of Wonder*.
- ☐ Students will be able to...
Examine the role of curiosity in their lives as well as in this piece.

notes

Teaching Sequence

Just one way you might consider teaching this piece to your ensemble:

	Teaching Suggestion	Time	Measures
day 1	Introduce Warm-Up One . Sight read mm. 1–8 on solfege or neutral syllable. Find similar passage in octavo and sight read that as well. (mm. 25–30)	15 minutes	mm. 1–8, 25–30
day 2	Introduce Warm-Up Two . Review mm. 25–30, learn mm. 31 – end. Focus on balance and support in these quiet dynamics.	20 minutes	mm. 25–end
day 3	Assign Activity One . Complete sectionals on full piece while others work on activity. Give special attention to transition in and out of B section.	30–40 minutes	full piece
day 4	Introduce Warm-Up Three . Rehearse mm. 15–24 together. Share Activity One results. Assign Activity Two .	20 minutes	mm. 15–24
day 5	Practice Warm-Up Three . Rehearse mm. 15–24 together. Discuss Activity Two findings. Apply to run through of the piece.	20 minutes	full piece
day 6	Sing Warm-Up One and Warm-Up Two . Sing through full piece with focus on text stress and dynamic contrast. Assign Activity Three .	20 minutes	full piece
day 7+	Continue rehearsing full piece, paying special attention to strength of parts, balance, dynamic contrast, text stress, and folk tone. Share Activity Three results.	20 minutes	mm. x–x

Star of Wonder Warm-Ups

Teach concepts specific to this piece by using these original warm-ups:

Chromatic Tonal Centers

warm-up 1



Teach by rote or project for sight-reading. Sing on a neutral syllable, solfege, or count system of your choice. Allow all singers to try both parts. Raise and/or lower by whole steps. Rehearse C - D - C specifically. Focus on tuning to the drone.

A Quiet Finale

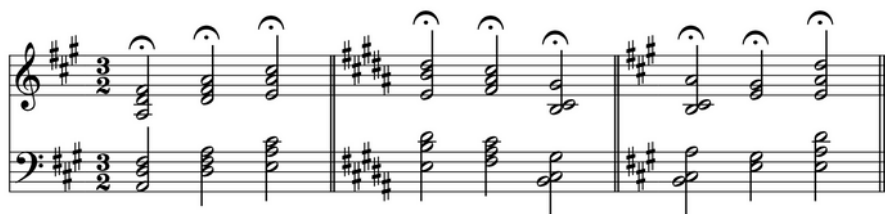
warm-up 2



Teach by rote or project for sight-reading. Sing on a neutral syllable, solfege, or count system of your choice. Raise and/or lower by half steps. Focus on balance of parts, a supported piano dynamic, vowel unification, and final consonants.

Crunchy Chord Key Change

warm-up 3



Print off for students or project on board for sight reading. Sing on a neutral syllable or solfege. Sustain and tune each chord, getting more comfortable with the key change on every repetition.

my warmups

Star of Wonder Vocabulary

Here are some terms and definitions that are handy when learning this piece:

Term	Definition
<i>espressivo</i>	An indication to sing expressively
<i>rubato</i>	A tempo marking that indicates to sing with flexibility and freedom in tempo. Italian for "robbed time."
Meter change	Occurs anytime you change and establish a new time signature.
<i>tenuto</i>	Denoted as a horizontal bar above or below a note head; indicates the performer sing the note for its full length.
<i>meno mosso</i>	Music should have "less motion" or be performed with a slower tempo.
<i>rit.</i>	Gradually decrease the tempo
<i>melody</i>	Indicates the voice part who should be predominantly heard
<i>piu mosso</i>	Music should have "more motion"—move more quickly
Tempo I	Return to the original tempo
<i>lunga</i>	Italian for "long." When above a fermata, this marking indicates a longer duration.
Your Term:	
Your Term:	

Words And Images

An Interdisciplinary Arts Assignment



INSTRUCTIONS

The connection between the words and music of Star of Wonder evoke strong imagery throughout the piece as they share the contemplation of the speaker. Consider this connection as you complete the following tasks:

WORDS MATTER

Find or write a poem or short story that compliments Roche's *Star of Wonder*.

In 3-5 sentences, explain this connection

IMAGES CONNECT

Find or create 2-3 pieces of art (any medium) that compliment *Star of Wonder*.

In 3-5 sentences, explain why you chose each piece.

MUSIC SPEAKS

Find or create a pop tune with themes that parallel the ideas of *Star of Wonder*.

In 3-5 sentences, explain these parallels.

Folk Listening & Exploration





Curiosity Project


Materials

- Access to internet
- Google Doc or Slides
- Access to school choir library
- presentation format of your choosing

In this mini research experience, inquire about whatever topic you're interested in and create a presentation on that topic. The topic can be anything: birds, superheroes, battles, a sport, painting, etc. As long as you are interested and curious about the subject!

instructions

- 1. Start with introducing curiosity and why it's an important part of learning.**
 - What makes a person curious? How does being passionate about something drive your curiosity?
- 2. Create a list of ten potential topics that they're interested in.**
 - Pick one topic from their potential list to create their project about.
- 3. Answer three initial questions about their topic:**
 - What is your topic?
 - Why are you interested in this topic?
 - Why is this topic challenging for you?
- 4. Explore:** Projects should address multiple perspectives on the topic so that it is challenging and presents a well-rounded view of the topic.
 - These are all aspects of one topic that can be explored. Other concepts include social or emotional, historical, scientific, environmental, or artistic perspectives
- 5. Discussion questions:** Write at least 10 question about a topic. *Questions could be:*
 - Factual, 5W's (who, what, when, where, why)
 - Analytical: Compare relationships between your topic and others.
 - Evaluative: Give YOUR opinion on the topic in comparison to others.
- 6. Create your presentation!** It can be a video, blog, slideshow, website, song, comic book, or another artistic presentation board. ***Don't forget to cite your sources!***



“
What would
make her
leave her
flock, for
surely she
must love
them still.

Terre Roche

About the Composer

Born April 10, 1953, Terre Roche is a singer, songwriter, guitar player, teacher, author, innkeeper, and founding member of the folk trio The Roches. She has performed in many clubs and concert halls throughout the US and Europe and appeared on numerous TV shows over the course of her 45 year career. She's a member of the band Afro Jersey and co-creator with jazz pianist Garry Dial of "Us an'Them", a collection of national anthems from 16 nations.

Her composition "Star of Wonder" has become a favorite of choirs around the world. Terre has released two solo albums, "The Sound of A Tree Falling" and "Imprint." At the other end of the spectrum she shrieked her way to modest cult status as the voice on Robert Fripp's album *Exposure*. She sang the role of Squeaky Fromme in John Moran's avant-garde opera *The Manson Family*. Among others, she's worked with Paul Simon, Philip Glass, Linda Ronstadt, Meredith Monk, Don Was, The Muscle Shoals Swampers, Tracey Ullman, Kathy Mattea, and Garry Dial.

In October of 2022 Terre came full circle and released *Kin Ya See That Sun*, a collection of rare live recordings of she and her late sister Maggie doing arrangements of songs they did when they were teenagers traveling around the country playing at colleges. *Kin Ya See That Sun* is an audio recording and a book. It is available exclusively on her website.



Star of Wonder Quiz

Circle the best answer:

Who wrote Star of Wonder?

- | | |
|----------------|-----------------|
| A. B.E. Boykin | C. Philip Glass |
| B. Terre Roche | D. Ruth Dwyer |

Which term tells us which voice part should be predominantly heard?

- | | |
|------------|-------------|
| A. harmony | C. melody |
| B. descant | D. ostinato |

A "tenuto" marking tells the singer to do what with the note?

- | | |
|--------------------|------------------------------|
| A. stagger breathe | C. sing for its full length |
| B. sing timidly | D. sing shorter than written |

Finish the lyrics: "In the morning they'll come looking for the..."

- | | |
|--------------------------|-------------------------|
| A. Wonder in the Heavens | C. Star in the Sky |
| B. Shepherd on the Hill | D. Sheep in the pasture |

A rubato tempo informs the musician of what?

- | | |
|--------------------------------|-----------------------------|
| A. to perform with flexibility | C. to have freedom in tempo |
| B. Italian for "robbed time" | D. All of the above |



hey there!

We're Colleen & Coty

Coty Raven Morris is currently the Visiting Assistant Professor of Choir, Music Education, and Social Justice at Portland State University. Prior to this, she was the Director of Choirs at Crosby High School in the Houston area and has served as the Outreach Choir Director at the MSU Community Music School and Music Director at Grand Ledge United Methodist Church.

A newly published author and composer, Morris is a sought after clinician and speaker across the country. She has recently served as the Clinician and Headliner for Florida ACDA, Washington MEA, and Minnesota ACDA as well as the Keynote speaker for the city of Lake Oswego's Juneteenth festival.

Coty is the Founder of *Being Human Together*, a budding community rooted in music education striving to normalize difficult topics in our field through conversation and connection. BHT seeks to discuss traditionally taboo topics like mental health, systemic oppression, diversity, and inclusivity.

Music enthusiast, choral educator, and life-long learner, **Dr. Colleen McNickle** is Assistant Professor of Music Education at Arkansas State University, where she teaches undergraduate and graduate music education courses and conducts Scarlet Voices and the Singing Statesmen. With a PhD in Music Education and Choral Cognate from Michigan State University, Colleen's scholarly interests include music educator wellness and interdisciplinary choral education. Colleen previously taught middle school and high school choirs, piano, ukulele, and music theory in Illinois.

An active clinician, Colleen has conducted choirs and presented research and practice sessions regionally, nationally, and internationally. Colleen is the founder and author of *Inspired Choir*, a blog for choir leaders, singers, and enthusiasts.



Our paths first crossed as we pursued graduate degrees as Michigan State University. Through numerous choral literature classes, conducting lessons, and choir rehearsals, we bonded over our appreciation for choral music education with a purpose. Together, we have published an article in Choral Journal, presented at state and national conferences, and supported each other via our weekly Zoom work calls.

Now, we have paired up to bring you the resources that we wish we had when we taught elementary, middle school, and high school choral ensembles. We have personally selected each piece of music in this curriculum series and look forward to seeing you bring these curricula to life in your own classrooms!

Let us know how it goes by contacting us at the links below!

let's get social!



Similar Guides



WHEN OUR VOICES RISE

Explore the connections between music and advocacy with Stuart Chapman Hill's *When Our Voices Rise*.

Objectives of this curriculum guide include reading and performing pop-style rhythms, describing and demonstrating the difference between choral and pop vocal production, and conceptualizing and advocating for a collectively agreed upon goal as a community.

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SIM SHALOM

Explore Hebrew texts and music with Jennaya Robison's *Sim Shalom*.

Objectives of this curriculum guide include singing and describing the difference between natural minor and harmonic minor, pronouncing Hebrew text appropriately, and examining traditions in student lives and sharing with others, connecting to the historical and cultural traditions associated with *Sim Shalom*.

[CLICK HERE TO LEARN MORE](#)



MY VERY OWN

Dive in to poetry, word painting, and composition with Susan Labarr's *My Very Own*.

Objectives of this curriculum guide include navigating intervals of seconds, thirds, fourths, fifths, and sixths, examining the role of word painting within *My Very Own* and consider the multiple meanings of certain words featured in the piece, and singing block and arpeggiated chords in multiple inversions.

[CLICK HERE TO LEARN MORE](#)