

# Unit 2: Performing

Content Area: **Fine and Performing Arts**  
Course(s): **Introduction to Vocal Music**  
Time Period: **September**  
Length: **1**  
Status: **Published**

## Unit Overview:

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Performing in choral music is a synthesis of many of small musical components. These include, but are not limited to, pitch, diction, intonation, tone quality, breathing, timbre, vowel formation, posture, listening, memorization, and communication. The performance aspect does not provide insight into the preparation that accompanies it, including understanding, synthesis, and application of key, form, rhythm, meter, and style. The simultaneous demand placed on performers requires demands great individual effort and persistence in pursuit of the highest quality performances.

## Enduring Understandings:

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- Performance is an extension and direct result of the creative process and cannot exist in isolation of preparation and rehearsal.
- Performing is a synthesis of several musical components, not recall of information.
- Rehearsal and performance preparation are often more important than the performance itself.

## Essential Questions:

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- How can one argue/defend the following assertion: “music performance cannot succeed without rehearsal preparation.”
- How does performance synthesize all components of a music rehearsal?
- What are the implications for performance on varied levels of rehearsal and preparation?

## Standards/Indicators/Student Learning Objectives (SLOs):

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- Students identify and compare the use of elements of music in Western musical compositions from various genres and transcriptions of non-Western cultures.
- Students will analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance.

MU.9-12.1.3B.12acc.Cn10a

Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

## Lesson Titles:

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- Breathing In Performance

- Diction and Pronunciation
- Practicing Like You Perform
- Rhythm and Solfeggio

## **Career Readiness, Life Literacies, & Key Skills:**

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TECH.9.4.2.CI.1

Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).

## **Inter-Disciplinary Connections:**

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LA.RH.11-12.3

Evaluate various perspectives for actions or events; determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

## **Equity Considerations**

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## **LGBTQ and Disabilities Mandate**

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Topic (Person and Contribution Addresses): **LGBTQ Music Major Experiences**

Materials Used: [LGBTQ music majors' experiences of social climates and developing identities in music education settings](#)

Addresses the Following Component of the Mandate: *This addresses the social and potential economic settings LGBTQ music majors experience en route to careers as music teachers.*

- Economic
- Political
- Social

## **Summative Assessment:**

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- Alternate Assessment
- Benchmark
- Class Presentations
- Concerts
- Marking Period Assessment

## **Alternative Assessments**

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Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

## **Benchmark Assessments**

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Skills-based assessment

Reading response

Writing prompt

Lab practical

## **Resources & Materials:**

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- Mobile technology
- Recording technology
- Sheet music

## **Instructional Strategies, Learning Activities, and Levels of Blooms/DOK:**

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Instruction is primarily large-group do to the nature of rehearsals. However, through those rehearsals we are able to cover a wide range of topics using a variety of activities.

- Levels 1-3 of Webb's DOK chart (Level 4 rarely reached, though always the goal for "Creating")

## **Formative Assessment:**

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- Anticipatory Set
- Closure
- Warm-Up

## **Modifications**

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### **ELL Modifications:**

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- Choice of test format (multiple-choice, essay, true-false)
- Continue practicing vocabulary
- Provide study guides prior to tests
- Read directions to the student
- Read test passages aloud (for comprehension assessment)
- Vary test formats

### **IEP & 504 Modifications:**

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\*All teachers of students with special needs must review each student's IEP. Teachers must then select the appropriate modifications and/or accommodations necessary to enable the student to appropriately progress in the general curriculum.

Possible Modifications/Accommodations: (See listed items below):

- Allow for redos/retakes
- Assign fewer problems at one time (e.g., assign only odds or evens)
- Differentiated center-based small group instruction
- Extra time on assessments
- Highlight key directions
- If a manipulative is used during instruction, allow its use on a test
- Opportunities for cooperative partner work
- Provide reteach pages if necessary
- Provide several ways to solve a problem if possible
- Provide visual aids and anchor charts
- Test in alternative site
- Tiered lessons and assignments
- Use of a graphic organizer
- Use of concrete materials and objects (manipulatives)

- Use of word processor

## **G&T Modifications:**

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- Alternate assignments/enrichment assignments
- Enrichment projects
- Extension activities
- Higher-level cooperative learning activities
- Pairing direct instruction with coaching to promote self-directed learning
- Provide higher-order questioning and discussion opportunities
- Provide texts at a higher reading level
- Tiered assignments
- Tiered centers

## **At Risk Modifications**

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The possible list of modifications/accommodations identified for Special Education students can be utilized for At-Risk students. Teachers should utilize ongoing methods to provide instruction, assess student needs, and utilize modifications specific to the needs of individual students. In addition, the following may be considered:

- Additional time for assignments
- Adjusted assignment timelines
- Agenda book and checklists
- Answers to be dictated
- Assistance in maintaining uncluttered space
- Books on tape
- Concrete examples
- Extra visual and verbal cues and prompts
- Follow a routine/schedule
- Graphic organizers
- Have students restate information
- No penalty for spelling errors or sloppy handwriting
- Peer or scribe note-taking
- Personalized examples
- Preferential seating
- Provision of notes or outlines
- Reduction of distractions
- Review of directions
- Review sessions

- Space for movement or breaks
- Support auditory presentations with visuals
- Teach time management skills
- Use of a study carrel
- Use of mnemonics
- Varied reinforcement procedures
- Work in progress check

## **Technology Materials and Standards**

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- Chromebooks
- Mobile Technology

TECH.8.1.12

Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

## **Computer Science and Design Thinking Standards**

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Decisions to develop new technology are driven by societal and cultural opinions and demands that differ from culture to culture.