

Unit 4: Performance Technique

Content Area: **Fine and Performing Arts**
Course(s): **M.S. Choir**
Time Period: **September**
Length: **Throughout the school year**
Status: **Published**

Unit Overview

- In the weeks and days prior to specific performances, the students will begin to transfer all of the vocal technique that they have been working on to those performance situations. Each performance brings about changes that are specific to the musical works being performed and the venue in which they are being performed. Also, covered during this unit are concert etiquette and how to sell a song to a specific audience type.

Essential Questions

How do musicians improve the quality of their creative work?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Career Readiness, Life Literacies, and Key Skills

CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP1.1	Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP3	Attend to personal health and financial well-being.
CRP.K-12.CRP3.1	Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.

CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
WRK.9.2.8.CAP.1	Identify offerings such as high school and county career and technical school courses, apprenticeships, military programs, and dual enrollment courses that support career or occupational areas of interest.
WRK.9.2.8.CAP.2	Develop a plan that includes information about career areas of interest.
WRK.9.2.8.CAP.5	Develop a personal plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.
WRK.9.2.8.CAP.6	Compare the costs of post-secondary education with the potential increase in income from a career of choice.
WRK.9.2.8.CAP.8	Compare education and training requirements, income potential, and primary duties of at least two jobs of interest.
WRK.9.2.8.CAP.9	Analyze how a variety of activities related to career preparation (e.g., volunteering, apprenticeships, structured learning experiences, dual enrollment, job search, scholarships) impacts post-secondary options.
WRK.9.2.8.CAP.11	Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics.
WRK.9.2.8.CAP.12	Assess personal strengths, talents, values, and interests to appropriate jobs and careers to maximize career potential.
WRK.9.2.8.CAP.15	Present how the demand for certain skills, the job market, and credentials can determine an individual's earning power.
WRK.9.2.8.CAP.16	Research different ways workers/employees improve their earning power through education and the acquisition of new knowledge and skills.
TECH.9.4.8.IML.4	Ask insightful questions to organize different types of data and create meaningful visualizations.
TECH.9.4.8.IML.5	Analyze and interpret local or public data sets to summarize and effectively communicate the data.

Enduring Understandings

Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.

Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.

Standards/Indicators/Student Learning Objectives (SLOs)

MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.K-12.1.3C.12int.Cr3	Refining and completing products.
MU.K-12.1.3C.12int.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12nov.Pr5	Developing and refining techniques and models or steps needed to create products.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12int.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.K-12.1.3C.12nov.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Performance Expectations

MU.K-12.1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
MU.K-12.1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
MU.K-12.1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
MU.K-12.1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU.K-12.1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
MU.K-12.1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
MU.K-12.1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU.K-12.1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
MU.K-12.1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU.K-12.1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU.K-12.1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
MU.K-12.1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Lesson Titles

- Ability to Perform Music Following the Written Music and its Expressive Elements-The students will follow the notation and expressive elements in written music.
- Ability to Perform Music that is Appropriate to its Style, Genre, and cultural/ethnic elements-The students will develop the skills needed to differentiate among these and apply the appropriate vocal technique to each given situation based on historical practice of the music.
- Concert Etiquette-The students will model appropriate concert etiquette from both the view point of the performer and the audience member.
- Movement with Music-The students will assess when it is appropriate to use movement to enhance a piece of music. The students will effectively communicate to the audience using movement.
- Perform a Variety of Notation Formats-The students will perform using a variety of forms of notation from standard to avant garde as shown through historical and cultural evidence
- Solo and Group Performances-The students will perform in both solo and group situations and learn to apply the correct technique to the appropriate situation.

Inter-Disciplinary Connections

LA.8.3.1	All students will understand and apply the knowledge of sounds, letters, and words in written English to become independent and fluent readers, and will read a variety of materials and texts with fluency and comprehension.
LA.8.3.2	All students will write in clear, concise, organized language that varies in content and form for different audiences and purposes.
LA.8.3.4	All students will listen actively to information from a variety of sources in a variety of situations.
LA.8.3.5	All students will access, view, evaluate, and respond to print, nonprint, and electronic texts and resources.
SOC.5-8.6.2.8	All students will acquire the knowledge and skills to think analytically and systematically about how past interactions of people, cultures, and the environment affect issues across time and cultures. Such knowledge and skills enable students to make informed decisions as socially and ethically responsible world citizens in the 21st century.
SOC.5-8.6.3.8	All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Equity Considerations

Asian American Pacific Islander Mandate

Topic: Showcase Solo and Ensemble repertoire from AAPI composers and traditions:

Include pieces for traditional instruments like erhu, koto, shakuhachi, gamelan, and others alongside Western orchestral instruments. Explore diverse AAPI genres like Chinese opera, Indian Carnatic music, Korean pansori, or Filipino kundiman.

Topic: AAPI performers and ensembles:

Share recordings or invite live performances by AAPI musicians representing different styles and backgrounds. Discuss their musical contributions and unique artistic expressions.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

- Asian American Composers Alliance: <https://composers.com/> - A comprehensive resource for information on AAPI composers, featuring a member directory, news, and educational materials.
- National Association of Asian Pacific Island Educators: <https://www.npien.com/> - Offers resources on AAPI culture and history, including music education resources.
- Society of Composers & Lyricists: <https://thescl.com/> - This organization dedicated to composers and lyricists hosts an AAPI Composers Initiative, providing networking and support for AAPI members.
- The Asian Art Archive: <https://aaa.org.hk/> - A digital archive of Asian art and culture, including music resources like recordings and historical documents.
- The Center for Asian American Media: <https://caamedia.org/> - Produces and distributes Asian American media content, including documentaries and music films exploring AAPI composers and traditions.

LGBTQ & Disabilities Mandate

Topic: Diverse composers and performers

Introduce students to music by LGBTQ+ and Disabled musicians, as well as music that depicts diverse stories and experiences.

Topic: Inclusive content and themes

Explore music that addresses social justice issues and promotes empathy and understanding for different communities.

Addresses the Following Component of the Mandate: The political, economic, and social contributions of persons with disabilities as well as lesbian, gay, bisexual, and transgender persons, as part of the district's implementation of the New Jersey Student Learning Standards.

Materials Used and Resources:

The National Endowment for the Arts (NEA): <https://www.arts.gov/> - Provides grants and initiatives supporting diverse artists and cultural programs. Explore their "Arts in Education" and "Creativity and Social Impact" sections for resources and examples.

The Kennedy Center: <https://www.kennedy-center.org/education/> - Offers educational resources and programs highlighting diverse artists and performances. Check out their "Education Resources" and "Arts for Everyone" sections.

The Sphinx Organization: <https://www.sphinxmusic.org/> - Promotes diversity in classical music through education programs and performance opportunities. Explore their "Emerging Artists" and "Education & Community Engagement" sections.

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies/Learning Activities/Levels of Blooms/DOK

- Concert Etiquette
- Movement

- Performance
- Posture
- Rehearsal
- Riser Etiquette

ELL Modifications

- Focus on domain specific vocabulary and keywords
- Group students
- Offer alternate/or modify assessments
- Offer resources for specific topics in primary language
- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring
- Repeat, reword, clarify
- Tap prior knowledge

IEP & 504 Modifications

- Focus on domain specific vocabulary and keywords
- Modeling and showing lots of examples
- Non-verbal redirection of behaviors
- Rewording questions so that there are not higher level vocabulary within the question
- Speaking to students privately when redirecting behaviors
- Teaching the main ideas/concepts (limiting not needed details) to be taught and repeating them in several different ways over several different days

G & T Modifications

- Ask students' higher level questions that require students to look into causes, experiences, and facts to draw a conclusion or make connections to other areas of learning.
- Encourage students to explore concepts in depth and encourage independent studies or investigations.
- Invite students to explore different points of view on a topic of study and compare the two.
- Modeling
- Student led/directed discussions

At Risk Modifications

- Modeling and showing lots of examples
- More resources/supports

- Non-verbal redirection of behaviors
- Providing students with content vocabulary prior to teaching a lesson including that vocabulary
- Review, restate, reword directions
- Speaking to students privately when redirecting behaviors
- Visuals

Formative Assessment

- Checklists
- Discussion
- Participation
- Question and answer
- Rehearsal
- Thumbs up, thumbs down, thumbs sideways

Summative Assessment

- Concert
- Marking Period Assessment
- Performance Rubric
- Written Critique

Alternative Assessments:

Performance tasks

Project-based assignments

Problem-based assignments

Presentations

Reflective pieces

Concept maps

Case-based scenarios

Portfolios

Benchmark Assessments

Skills-based assessment

Reading response

Writing prompt

Lab practical

Resources & Materials

- Accompaniment live or pre-recorded
- Full Voice Workbook
- Noteflight
- Risers
- Sibelius

Technology

- Accompaniment
- Macbook/iPad
- Microphones
- Noteflight
- Sibelius
- Sound equipment

TECH.8.1.8

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.

TECH.8.1.8.A

Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.

TECH.8.1.8.A.1

Demonstrate knowledge of a real world problem using digital tools.