Unit 5: Sight Singing

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

Unit Overview

• Looking at an unfamiliar piece of music and being able to sing it is a learned skill for most. Throughout the year, the students will be acquiring the skills to begin to develop sight singing technique. They will work on rhythm counting, Kodaly hand signs, and solfege syllables while working to acquire these skills. There will be workbook pages that will be tested in both written and singing formats. There will be both formative and summative assessments of these skills throughout the year.

Essential Questions

How do musicians improve the quality of their creative work?

How do performers select repertoire?

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

Career Readiness, Life Literacies, and Key Skills

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.
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.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.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.

Enduring Understandings

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

Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

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

Standards/Indicators/Student Learning Objectives (SLOs)

MU.9-12.1.3C.12prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
MU.9-12.1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.
MU.K-12.1.3C.12int.Cr3	Refining and completing products.
MU.K-12.1.3C.12nov.Cr3	Refining and completing products.
MU.9-12.1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
MU.9-12.1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
MU.K-12.1.3C.12nov.Pr4	Selecting, analyzing and interpreting work.
MU.K-12.1.3C.12int.Pr4	Selecting, analyzing and interpreting work.
MU.6-8.1.3A.8.Pr4a	Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
MU.6-8.1.3A.8.Pr4b	Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
MU.6-8.1.3A.8.Pr4c	Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
MU.K-12.1.3C.12int.Pr6	Conveying meaning through art.
MU.K-12.1.3C.12nov.Pr6	Conveying meaning through art.

Performance Expectations

MU.K-12.1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
MU.K-12.1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
MU.K-12.1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.

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.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
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.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Lesson Titles

• Echo clapping/dictation

• Kodaly Hand Signs-The students will define the Kodaly Hand signs and use the in assigning pitches to notes as an aid to begin sight singing.

• Rhythmic Counting-The students will assign values to notes and use these to identify rhythmic patterns in music.

• Sight Singing Warm Ups and Warm Downs-The students will apply sight singing skills to daily warm ups and use these to further develop the elements in concert music.

• Solfege Syllables-The students will assign solfege syllables to notes in a major key as an aid to begin sight singing.

• Utilization of non-western rhythms and pitches

• Utilization of rhythms and scale systems that are associated with a wide variety of cultures and countries as well as historical eras

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.

Equity Considerations

Asian American Pacific Islander Mandate

LGBTQ & Disabilities Mandate

Climate Change Mandate

Holocaust Mandate

Amistad Mandate

Instructional Strategies/Learning Activities/Levels of Blooms/DOK

- Direction of notes
- Full Voice Workbook
- Kodaly hand signs
- Melodic Patterns
- Rhythmic patterns
- Solfege
- Warm down
- Warm up

ELL Modifications

- Create planned opportunities for interaction between individuals in the classroom: skits, cooperative and collaborative learning, student generated stories based on personal experience

- Focus on domain specific vocabulary and keywords

- Group students

- Offer alternate/or modify assessments

- Provide formal and informal verbal interaction to provide practice, increase motivation, and self-monitoring

- Repeat, reword, clarify

- Tap prior knowledge

- Utilize explicit learning strategies that are well planned in advance

504 & IEP Modifications

- Focus on domain specific vocabulary and keywords

- Less questions /notes per page

- Non-verbal redirection of behaviors

- Providing students with content vocabulary prior to teaching a lesson including that vocabulary

- 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.

- Determine where students' interests lie and capitalize on their inquisitiveness.

- Employ differentiated curriculum to keep interest high.

- 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.

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- Student led/directed discussions

At Risk Modifications

- AE time

- 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

- Retesting
- Review, restate, reword directions
- Slower pacing of materials
- Speaking to students privately when redirecting behaviors
- Testing modifications
- Visuals

Formative Assessment

- Check lists
- Echo clapping
- Full Voice Workbook
- Group reading activities
- Melody charts
- Practice tests
- Rhythm charts
- Thumbs up, thumbs down, thumbs sideways

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

- Full Voice Workbook
- Notation websites
- Noteflight
- Sibelius

Technology

- Chromebooks
- Google Classroom
- Instructional videos
- Notation websites
- Noteflight
- Promethean Board

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.CS1	Understand and use technology systems.
TECH.8.1.8.A.CS2	Select and use applications effectively and productively.