Unit I: Performance Preparation

Content Area: **Music**
Course(s): **Music**
Time Period: **September**
Length: **8 weeks**
Status: **Published**

Enduring Understandings

1. Performing in music is a life-long opportunity, through which people can experience enjoyment and satisfaction.
2. Performing in music requires commitment to learning, practicing and mastering material.
3. Performing in music manifests itself in many forms, such as singing or playing an instrument, alone or with others in an ensemble.

Essential Questions

1. How can I participate most effectively in a performance setting?
2. What skills do I need to learn to be able to perform?
3. Why did I enjoy this performance?

Content

- Performance Posture
- Proper Vocal Production
- Appropriate Breathing Technique/Support
- Appropriate theory necessary for performance selections, including, but not limited to:
    - Note names
    - Rhythmic Figures
    - Vocal Range
    - Unison/Part Singing
    - Solfege or vocalise (when appropriate)
- Instrumental Accompaniment

Skills

- Perform a variety of vocal selections with proper posture, breath support, and vocal technique
- Sing in unison and blend in parts
- Perform from written scores and rote repetition
- Perform appropriately on pitched and unpitched classroom instruments, such as:
    - accompaniments,
    - borduns,

    - rhythm patterns,
    - melodies
    - scales
- Improvise rhythmic and melodic figures
- Participate effectively as performer and audience
- Recognize and perform patterns of quarter and eighth notes and rests

Standards

VPA.1.3.2.B.1	Clap, sing, or play on pitch from basic notation in the treble clef, with consideration of pitch, rhythm, dynamics, and tempo.
VPA.1.3.2.B.2	Demonstrate developmentally appropriate vocal production/vocal placement and breathing technique.
VPA.1.3.2.B.3	Demonstrate correct playing techniques for Orff instruments or equivalent homemade instruments.
VPA.1.3.2.B.4	Vocalize the home tone of familiar and unfamiliar songs, and demonstrate appropriate posture and breathing technique while performing songs, rounds, or canons in unison and with a partner.
VPA.1.3.2.B.5	Improvise short tonal and rhythmic patterns over ostinatos, and modify melodic or rhythmic patterns using selected notes and/or scales to create expressive ideas.
VPA.1.3.2.B.6	Sing or play simple melodies or rhythmic accompaniments in AB and ABA forms independently and in groups, and sight-read rhythmic and music notation up to and including eighth notes and rests in a major scale.
VPA.1.3.2.B.7	Blend unison and harmonic parts and vocal or instrumental timbres while matching dynamic levels in response to a conductor’s cues.