Unit 3: Performance Preparation

Content Area: **Music**
Course(s): **Music**
Time Period: **November**
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.
4. Performances can be casual or formal.

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?
4. How can I create and enjoy performance situations with my friends and family?

Content

Performance Posture

Proper Vocal Production

Appropriate Breathing Technique/Support

Appropriate theory necessary for performance selections, including, but not limited to:

- Note names in treble and bass clef
- 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 part singing
- Perform from written scores and rote repetition
- Perform appropriately on classroom instruments:Improvise and compose simple melodies for voice or classroom instruments.
    - accompaniments,
    - borduns,
    - rhythm patterns,
    - melodies
- Improvise and compose simple melodies for voice or classroom instruments.
- Express creativity in movement that supports the musical experience
- Participate in Solo, Soli and full ensemble singing.
- Read and perform patterns including, but not limited to:
    - whole, half quarter, eighth, sixteenth notes and rests

Resources

Standards

VPA.1.1.5	All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
VPA.1.1.5.B	Music
VPA.1.1.5.B.2	Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.3.5	All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.
VPA.1.3.5.B	Music
VPA.1.3.5.B.1	Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.2	Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.3	Improvise and score simple melodies over given harmonic structures using traditional instruments and/or computer programs.
VPA.1.3.5.B.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.