Music Performance

Content Area: **Music**
Course(s): **Music in Education**
Time Period: **Generic Time Period**
Length: **Over-arching**
Status: **Published**

Unit Overview

This unit seeks to refine and hone the skills of previous years of vocal performance. As in the grade 2 curriculum, students will be singing in 2 part harmonies. In this case however, the level of rhythmic and melodic difficulty will be increased. The students will have expectations of high-level musical performances at 2 yearly concerts (Winter & Spring). This is in line with the gradual development of quality performance practices throughout years of musical study.

Standards

VPA.1.1.5.B.1	Identify the elements of music in response to aural prompts and printed music notational systems.
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.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.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.

Essential Questions

How do we interpret the emotion of the music?

Application of Knowledge: Students will know that...

- listening and watching are an important part of being able to perform in a group.
- musical performance is a combination of accuracy in interpreting notes and instructions on a score, and interpreting the emotional content of the music.
- practice is an important part of proper performance.
- vocal warm-ups will help keep their voices healthy.

Application of Skills: Students will be able to...

- blend, tune, and match pitches with a performing ensemble.
- follow visual and aural cues of a conductor.
- perform music from written notation.
- perform pieces of music in 2 part harmony.

Assessments

- 2 concerts per year (Winter & Spring)
- individual performances and rehearsals in class.

Suggested Activities

- Full rehearsal and sectioned rehearsals where and when possible.
- Use accompanying instruments to give students sense of underlying pitch and rhythm.
- Continue to use solfege syllables and hand signals to reinforce and correct pitches when needed.
- Vocal warm-ups to promote healthy vocal habits.

Activities to Differentiate Instruction

- Simplify or modify parts when needed to fit the needs of each student.
- Use visual cues, as conductor or written in the musical score, to remind students of different ideas, words, or pitches.

Integrated/Cross-Disciplinary Instruction

Social Studies: Music of different cultures.

Math: Pattern recognition - musical literacy/note reading

ELA: poetry and grammar - song lyrics

Resources

www.jwpepper.com (sheet music)