Music Performance

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

Unit Overview

This unit focuses on enhancing musical performance through vocal music. Students will hone and practice healthy vocal techniques, read and interpret musical scores, and self-evaluate their performances. The goal of this unit is to prepare students for moving up to the middle school 5th grade vocal music program, by not only encouraging and fostering a love for music, but also prepare them for the technical aspects of musical performance.

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.4	Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.3.5.B.CS3	Music composition is governed by prescribed rules and forms that apply to both improvised and scored music.
VPA.1.4.5.B.2	Use evaluative tools, such as rubrics, for self-assessment and to appraise the objectivity of critiques by peers.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.

Essential Questions

What makes a good performance?

Why is it important to look back and reflect on your performance?

Application of Knowledge: Students will know that...

- breathing exercises and vocal warm-ups are an important part of vocal health and good technique.
- performing pieces with multiple parts requires listening and understanding their individual written

part.

- quality performance requires practice and attention to musical interpretation (notes, rhythm, tempo, dynamics, breathing, etc).
- the ability to self-evaluate is an important part of developing as a musician.

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

- perform music in a variety of keys and time signatures.
- perform music of various cultures and in a variety of languages.
- perform pieces in at least 2 part harmony.
- practice healthy vocal techniques.
- use appropriate terminology to describe and evaluate their own performances.

Assessments

- Multiple performances throughout the year (Winter & Spring).
- Individual in-class assessments based on rehearsal.
- Electronic assessment when possible (SmartMusic).

Suggested Activities

- Use audio and visual examples to introduce new songs.
- 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.
- Use vocal warm-ups to promote healthy vocal habits.
- Develop a rubric for quality self-assessment.

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 musical directions or ideas.

Integrated/Cross-Disciplinary Instruction

Social Studies: Music of different cultures and time periods.

Math: Pattern recognition & fractions

ELA: Poetry & grammar

World Language: performing music in a different language.

Resources

www.jwpepper.com (sheet music)

SmartMusic