Unit 1: Performance I, Chorus

Content Area: **Arts**
Course(s): **Chorus Fall**
Time Period: **Semester 1 & 2**
Length: **5 weeks**
Status: **Published**

Enduring Understandings

1. Choral singing is a collaborative and cooperative effort.
2. Proper etiquette and a firm understanding of music vocabulary enhance the overall musical experience and student growth.
3. Both positive and negative critique are essential tools for enhancing student performance.

Essential Questions

1. How do singers successfully perform choral music, particularly in adjudicated settings, by applying a command of music vocabulary and proper etiquette?
2. What defines choral music as a genre and performance practice?
3. How can one effectively learn to accept and utilize both positive and negative critique for continuous musical growth?

Standards

1.3C.12adv.Cr	Creating
1.3C.12prof.Cr1	Generating and conceptualizing ideas.
1.3C.12adv.Cr2	Organizing and developing ideas.
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
	Plan, Make
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
1.3C.12prof.Cr3	Refining and completing products.
1.3C.12adv.Cr3	Refining and completing products.
1.3C.12prof.Pr	Performing
5.2	Utilize positive communication and social skills to interact effectively with others
CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

	Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
	How do musicians make meaningful connections to creating, performing, and responding?
1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
LA.9-10.CCSS.ELA-Literacy.CCRA.RI.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Knowledge and Skills

Recognize and identify classroom rules and procedures during chorus rehearsal.
Understand the importance of a) good vowels b) good tone and c) good posture during choral warm-ups.
Recognize and identify the reasons why solfege is used in singing.
Perform concert repertoire with correct pitches, rhythms, voice placement, vowel placement, and posture.
Recognize composers of pieces currently being studied.
Pronounce foreign languages effectively.
Audiate and hear pitches before singing them (sight reading technique).
Identify solfeggio from written notation.
Translate pitches into solfeggio syllables (do, re, mi).
Discuss the era of musical theatre.
Critique and examine exemplary concert performances using terms discussed in class (application).
Evaluate concert performances using musical terminology discussed in class.
Distinguish between different solfeggio pitch patterns (sight reading technique).
Identify solfeggio from notation off of the written page.
Compare and contrast current musical genres to genres of the past.
Discuss the lifestyle of a composer of each particular piece of repertoire being performed/studied.
Evaluate and view an exemplary performance of each piece of repertoire being performed/studied.
Analyze pitches approached by leap while sight reading (sight-reading strategies).

Resources

Piano for appropriate repertoire

Sheet Music for appropriate repertoire

Music Theory preparatory assignments (Practical Theory book)

Associated technology to prepare for what is being learned (cell phone technology voice memo)

Audacity

FL Studio

Transfer Goals

1. Students will independently be able to communicate musical ideas, feedback, and performance critiques effectively, using appropriate vocabulary tailored to the purpose, task, and audience.
2. Students will independently be able to engage in collaborative musical efforts and performances by communicating effectively, demonstrating proper etiquette and adapting their communication style to the specific context and ensemble needs.

Assessments

Assessments

Modifications

Modifications