

Unit 1: Performance I, Chorus

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

Standards

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.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3C.12adv.Cr	Creating
MU.9-12.1.3C.12adv.Cr2	Organizing and developing ideas.
MU.9-12.1.3C.12adv.Cr3	Refining and completing products.
MU.9-12.1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
MU.9-12.1.3C.12prof.Pr	Performing
MU.9-12.1.3C.12prof.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3C.12prof.Cr3	Refining and completing products.
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
SEL.PK-12.5.2	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. How do musicians make meaningful connections to creating, performing, and responding? Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. Plan, Make

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

Enduring Understandings

1. Choral singing is a collaborative and cooperative effort.
2. Proper etiquette enhances an overall musical experience.
3. Music vocabulary enhances student performance.
4. Positive and negative critique enhances student performance.

Essential Questions

1. What is choral music?
2. How do singers successfully perform choral music - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)??
3. How can a command of music vocabulary be useful in singing?
4. How does proper etiquette enhance the overall musical experience?
5. How can one learn to accept negative as well as positive critique?

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 solfège 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).

Transfer Goals

1. Students will independently be able to communicate effectively based on purpose, task, and audience using appropriate vocabulary.

Assessments

[Assessments](#)

Modifications

[Modifications](#)