Unit 2: Performance II, Chorus

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

Standards

0xVPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
0xVPA.1.1.12.B.CS1	Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
0xVPA.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
0xVPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
0xVPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
0xVPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
0xVPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
0xVPA.1.4.12.B.1	Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
0xVPA.1.4.12.B.CS1	Archetypal subject matter exists in all cultures and is embodied in the formal and informal aspects of art.
1.1	Recognize one's feelings and thoughts
1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
1.3	Recognize one's personal traits, strengths, and limitations
1.4	Recognize the importance of self-confidence in handling daily tasks and challenges
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.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
1.3C.12adv.Pr	Performing
1.3C.12adv.Pr4	Selecting, analyzing and interpreting work.
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an

	understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.

Enduring Understandings

1. Understand basic musical terminologies; note names, dynamic variations, tempos, rhythms, etc.
2. Apply what has been learned in class to quartet testing (assessment on rhythmic accuracy, intonation, tone, breath support, projection, diction, effort, and conducting while others perform).
3. Follow a musical score and apply what has been learned thus far in the marking period.

Essential Questions

1. How can the singer maximize his or her potential as a singer - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)??
2. How can the student develop the knowledge and skills that will strengthen his or her vocal music awareness?
3. What skills are needed to recognize a good performance?
4. What skills are needed to recognize a poor performance?

Knowledge and Skills

- Review of theory sight reading method, numbers 1-28 to help strengthen sight reading skills.
- Quartet testing on pieces studied to ensure student learning of concert repertoire; student confidence as singers will also be evaluated.
- Review of pieces in concert order, emphasizing good diction, consonants, posture, vowels, rhythm, and pitch.
- Memorization of pieces and "silent study hall sectional rehearsals."
- Run-thru all pieces without stops on stage and in the classroom in preparation for a concert Friday, December 16th.
- Discuss and critique different aspects of the concert.
- Middle School field trip to recruit 8th graders into the chorus.
- Watch the winter concert and critique each piece with constructive criticism/positive commentary.
- Critique and analyze individual student final chorus projects.
- Final chorus projects, sight reading assessments.

Resources

- **Musical Instruments & Scores**

    - Piano
    - Other instruments (as needed throughout the semester)
    - Sheet Music (for current repertoire)

Music Theory & Learning Materials

- Music Theory preparatory assignments (e.g., Practical Theory text)

Audio Production & Recording Technology

- Recording Equipment (e.g., Yeti microphone, other recording devices, cell phone voice memo technology)
- Digital Audio Workstations (e.g., Audacity, FL Studio)

Reference & Playback Resources

- Digital/Physical Playback Resources (e.g., YouTube, performance DVDs to demonstrate exemplary performances)

Transfer Goals

1. Students will independently be able to apply their understanding of musical modes, phrase relationships, and compositional conventions to create or interpret music that effectively evokes specific moods and emotions.
2. Students will independently be able to deliver performances that compellingly evoke mood and

emotion, utilizing a refined methodology informed by their comprehensive analysis of musical patterns and structures.

Assessments

Assessments

Modifications

Modifications