Unit 2: Study II, Chorus

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

Standards - NJCCS/CCSS

2.1	Understand and practice strategies for managing one's own emotions, thoughts, and behaviors
2.2	Recognize the skills needed to establish and achieve personal and educational goals
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one's goals
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.
1.3C.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
	Present
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
CCSS.ELA-Literacy.W.9-10.1.a	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
CCSS.ELA-Literacy.W.9-10.1.e	Provide a concluding statement or section that follows from and supports the argument presented.
CCSS.ELA-Literacy.W.9-10.2.d	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
CCSS.ELA-Literacy.L.9-10.2.c	Spell correctly.

Enduring Understandings

1. Music is a personal experience.
2. Different styles of music are all art forms.
3. All music has value even if it differs from an individual's musical preferences

Essential Questions

1. Who creates choral music?
2. How is choral music created?
3. How can the student develop the knowledge and skills of concert performance critique that will strengthen his or her awareness of a good quality performance?

Knowledge and Skills

- Students will be able to critique themselves in performance and learn ways to better themselves as musicians and confident individuals.
- Students will be able to effectively perform choral music confidently and collaboratively.

Resources

- **Musical Instruments & Scores**

    - Piano
    - Sheet Music (including Choral Octavos) for current repertoire

Music Theory & Learning Materials

- Music Theory preparatory assignments (e.g., Practical Theory, sight-reading materials)
- Associated learning technology

Audio Production & Recording Technology

- Sound System
- Recording Equipment (e.g., Yeti microphone, audio voice memo technology, and other devices for immediate feedback)

- Digital Audio Workstations (e.g., Audacity, FL Studio)

Reference & Playback Resources

- Digital/Physical Playback Resources (e.g., YouTube, CDs)

Transfer Goals

1. Students will independently be able to understand and articulate the process and artistic considerations involved in the creation of choral music.
2. Students will independently be able to critically evaluate musical works and performances, demonstrating the knowledge and skills necessary to determine their quality and artistic value.

Assessments

Assessments

Modifications

Modifications