Unit 3: Performance III, Chorus

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

Standards

	How do musicians generate creative ideas?
3.1	Recognize and identify the thoughts, feelings, and perspectives of others
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
1.3C.12adv.Pr6	Conveying meaning through art.
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.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
	The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
FL.3-12.7.1.NH.A.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.9-12.3.1.12.C.1	Decode new words using structural and context analysis.
LA.9-12.3.1.12.F.1	Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
LA.9-12.3.1.12.H.1	Select appropriate electronic media for research and evaluate the quality of the information received.
	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Enduring Understandings

1. Rehearsal skills are paramount in choral singing, encompassing close attention to the teacher, active listening, proper posture, and accurately following the conductor's directions (e.g., entrances, cutoffs, tempos, dynamics).

2. Learning one's vocal line is essential for the success of any choir, and proper performance etiquette is necessary for successfully performing music in concert.

3. Multi-part choral compositions across various voicings (e.g., SAB, SATB, SSAATTBB) are fundamental to the choir curriculum.

Enduring Questions

1. How do students build and maintain confidence in themselves?
2. How can students continue to improve in the future?
3. How can self-reflection and analysis assist in improving performance - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)??

Knowledge and Skills

Students will be able to...

- Demonstrate proper rehearsal skills: Attention to the teacher, listening to other parts, proper posture, etc.
- Successfully perform music in concert following learned performance decorum.
- Follow the conductor's directions: Entrances, cutoffs, tempos, dynamics, etc.
- Sustain one's part independently: While the other parts are singing as a quartet.
- Successfully perform multi- part choral compositions: SAB, SATB, SSAATTBB

Resources

- **Musical Instruments & Scores**
    - Piano
    - Various other instruments (as needed)
    - 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., iTalk, iReady, Yeti microphone, audio voice memo, and other devices for immediate feedback)
- Digital Audio Workstations (e.g., Audacity, FL Studio)

Reference & Learning Support Resources

- Digital/Physical Playback Resources (e.g., YouTube, DVD/CD technology for current repertoire)
- Associated Technology (to support learning and preparation of current repertoire)

Transfer Goals

1. Students will independently be able to cultivate self-confidence and pursue continuous improvement in their performance, leveraging effective self-reflection and growth from feedback.
2. Students will independently be able to demonstrate professionalism through sustained attentiveness, adherence to musical standards, and the projection of a positive impression in all rehearsal and performance settings.

Assessments

Assessments

Modifications

Modifications