

# Unit 3: Performance III, Chorus

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

## Standards

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	How do musicians generate creative ideas?
MU.9-12.1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
MU.9-12.1.3C.12adv.Pr6	Conveying meaning through art.
MU.9-12.1.3C.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.
MU.9-12.1.3C.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.
MU.9-12.1.3B.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.
SEL.PK-12.3.1	Recognize and identify the thoughts, feelings, and perspectives of others
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
SEL.PK-12.3.3	Demonstrate an understanding of the need for mutual respect when viewpoints differ
SEL.PK-12.3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings  The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

## Resources

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Piano -

Sheet Music - current repertoire being studied

Music Theory preparatory assignments - Practical Theory text

Associated technology to prepare for what is being learned (current repertoire)

Recording device for immediate feedback - Yeti microphone, audio voice memo

Audacity

FL Studio

## **Enduring Understandings**

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1. Rehearsal skills are important in the choral rehearsal: Attention to the teacher, listening to other parts, proper posture, etc...
2. Proper performance etiquette is necessary when successfully performing music in concert.
3. Choir singers must follow the conductor's directions: entrances, cutoffs, tempos, dynamics, etc...
4. Learning one's vocal line is necessary to ensure the success of any choir.
5. Multi- part choral compositions are essential in the choir room: SAB, SATB, SSAATTBB

## **Enduring Questions**

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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**

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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**

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- Piano as needed
- Recording device (iTalk and iReady)
- DVD/CD technology
- YouTube
- Sheet music (current repertoire)
- Various instruments (as needed)

## **Transfer Goals**

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1. Students will independently be able to demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to music standards.

## **Assessments**

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[Assessments](#)

## **Modifications**

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[Modifications](#)