

# Unit 3: Study III, Chorus

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

## Standards

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MU.9-12.1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
MU.9-12.1.3C.12adv.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products. Interconnection
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.
SEL.PK-12.4.1	Develop, implement and model effective problem-solving, and critical thinking skills
SEL.PK-12.4.2	Identify the consequences associated with one's actions in order to make constructive choices
SEL.PK-12.4.3	Evaluate personal, ethical, safety, and civic impact of decisions
SOC.9-12.6.1	All students will utilize historical thinking, problem solving, and research skills to maximize their understanding of civics, history, geography, and economics.
VPA.9-12.1.4.12.A	Aesthetic Responses
VPA.9-12.1.4.12.B	Critique Methodologies Key Ideas and Details

## Resources

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Piano

Sheet Music

Music Theory preparatory assignments

Associated technology to prepare for what is being learned

Recording device for immediate feedback

Audacity

FL Studio

## **Enduring Understandings**

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1. Evaluation and critique are ESSENTIAL to choral performance.
2. The historical impact of a compositional structure is imperative to choral performance.
3. The intrinsic value of a compositional structure is imperative to choral performance and overall comprehensive understanding.

## **Enduring Questions**

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1. How does effective group participation/critique make me a better musician?
2. How do the aesthetic elements of a piece of music enhance the overall composition?
3. How can evaluating the intrinsic value of a piece enhance the overall composition?
4. How does the historical significance of a piece enhance overall choral meaning?

## **Knowledge and Skills**

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Students will be able to...

- Identify key elements of each piece studied during the semester.
- KEY TERMS: dynamics, diaphragm, posture, prodigy, genre, musical, gloria in excelsis deo, Latin language, Hebrew language, text painting, articulation, vowel placement, voice placement, the musical, BIVN (breathe in every vowel you need)
- -CRITIQUE and analyze structure of pieces studied.
- Discuss and understand the historical significance of a selected piece of music; including the life of the composer, the culture of the times and the place the selected piece has in the development of the art form.
- Analyze, discuss and recognize the compositional structure of a selected piece of music; including the elements of music and the musical form.
- Discuss and understand the aesthetic impact of a selected piece of music; including its initial impact and its legacy.
- Analyze, discuss and understand the intrinsic value of a selected piece of music; from a historic, compositional, personal, emotional and aesthetic point-of-view.

## **Resources**

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- Piano as needed for repertoire

- Recording device (iTalk and iReady, yeti microphone)
- DVD/CD technology for current repertoire
- YouTube- specific youtube link for current repertoire
- Sheet music (current repertoire)
- Various instruments (as needed)

## **Transfer Goals**

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1. Students will independently be able to communicate effectively as a collaborative whole.

## **Assessments**

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[Assessments](#)

## **Modifications**

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[Modifications](#)