

# Unit 4: Performance IV, 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?
	How do musicians make creative decisions?
	Select, Analyze, Interpret
	To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate 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.
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
SEL.PK-12.5.1	Establish and maintain healthy relationships
SEL.PK-12.5.2	Utilize positive communication and social skills to interact effectively with others
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure

## Resources

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Piano as needed for current repertoire

Sheet Music - current repertoire

Music Theory preparatory assignments - Practical Theory text, sight reading

Associated technology to prepare for what is being learned (voice memo/phone, yeti microphone)

Recording device for immediate feedback

Audacity

FL Studio

## Enduring Understandings

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1. Perform various age-appropriate repertoire from a variety of time periods and style.
2. Study professional vocal techniques that help them to acquire the knowledge and skills to strengthen

musical awareness

3. Use appropriate music terminology in critiquing their performances and other student and professional performances
4. Critique and observe proper and improper vocal techniques in groups and individually
5. Understand the importance of rehearsal and how they shape the ensemble's performance

## **Enduring Questions**

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1. How can self-reflection and assessment influence a performance?
2. Do singers'/songwriters' ability to read music influence his/her strengths as a musician?
3. Can reading music (being music literate) better a performance - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)??
4. How can singers better understand musical terminology to enhance their development as a musician?

## **Knowledge and Skills**

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- Learn all solos from repertoire being studied in preparation for auditions in two weeks.
- Highlight what it means to be an effective and appreciative audience member/participant.
- Sight sing, focusing on two scale degrees of pitch (do and re) and rhythm.
- Record learned repertoire thus far and self-assess/critique material.
- Practice singing pieces only on vowels to establish proper vowel placement during rehearsal.
- Run-through of concert program - students will assess what needs work and HOW things can be fixed.
- Sectionals and performances by section to assess student readiness.
- Solo audition preparation for spring concert. (and teen arts)
- Sectional rehearsal off-book in preparation for spring concert.
- Teen arts preparation for next week.
- Spring arts preparation for next week.
- Teen arts preparation performance for Wednesday.
- Viewing and group discussion/journaling of "The Artist."
- QUARTET testing in preparation for spring concert.
- CONCERT PREP - memorization, performance etiquette, lining up, behavior, singer's posture.
- Final assessment
- Quartets
- Concert prep and performance
- Senior projects/Chorus final projects including self-reflection and student critique

## **Transfer Goals**

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1. Students will independently be able to find meaning and interested in varied performances.

## **Assessments**

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[Assessments](#)

## **Modifications**

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[Modifications](#)