Unit 1: Performance I

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

Resources

- **Musical Instruments & Materials**

  - Piano
  - Sheet Music & Octavos (for current and appropriate repertoire)
  - Music Theory preparatory assignments

Audio Production & Playback

  - Recording Devices (for immediate feedback)
  - Digital Audio Workstations (e.g., Audacity, FL Studio)
  - Sound System/Speaker System (for playback and performance)

Supportive Technology & Tools

  - Associated Technology (to support learning, e.g., microphones, specific playback devices)
  - Text Translation Resources (for pieces in foreign languages, if applicable)

Standards

1.3C.12adv.Cr1	Generating and conceptualizing ideas.
1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
1.3C.12adv.Cr2	Organizing and developing ideas.
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for

	a variety of purposes and contexts. Evaluate, Refine How do performers select repertoire?
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
CCSS.ELA-Literacy.RI.9-10.7	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3B.12adv.Cn	Connecting How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
LA.9-10.CCSS.ELA-Literacy.CCRA.RI.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.RI.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
TECH.8.1.12	Educational Technology: All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaborate and to create and communicate knowledge.

Enduring Understandings

1. Choral singing is a collaborative and cooperative effort that extends beyond the classroom, requiring teamwork, individual practice, and rehearsal time.

2. Proper etiquette and effective participation are essential for enhancing the overall musical experience, while a firm understanding of music vocabulary supports student growth in rehearsal and performance.

3. Both positive and negative critique are vital for enhancing student performance, making student identification of such feedback essential for growth.

Essential Questions

1. How can singers maximize their vocal music awareness and performance potential through dedicated practice and skill development, both during and outside of school hours?

2. How can in-the-moment self-critique and daily journaling serve as tools for a singer's continuous improvement and future performances?

3. What skills are essential for recognizing and evaluating a high-level musical performance?

Knowledge and Skills

- Review of theory application and exercises in order to strengthen sight-reading skills.
- Quartet testing on pieces studied to ensure student learning of concert repertoire.
- Personal reflection of student confidence as singers are being evaluated.
- Evaluation of student practice time spent outside of the classroom in order to maximize time spent in the classroom.
- Review of pieces in concert order, emphasizing good diction, consonants, posture, vowels, rhythm, and pitch. Memorization of pieces and sectional rehearsals.
- Utilization of practice tracks at home and evaluation of time spent at home rehearsing practice tracks.
- Discuss and critique different aspects of the concert.
- Middle School performance to recruit 8th graders.
- Watch the winter concert and journal/critique each piece with constructive criticism/positive commentary.
- Critique and analyze individual student final chorus projects. Final chorus projects, sight reading assessments, theory assignment.
- Strict focus on sight singing techniques to enhance the process of reading music.

Transfer Goals

1. Students will independently be able to contribute effectively to a collaborative choral ensemble, applying proper musical etiquette and a strong understanding of music vocabulary to enhance the collective performance experience.
2. Students will independently be able to critically evaluate both their own and others' musical performances, utilizing self-critique, feedback, and established criteria to inform continuous artistic growth and achieve high-level musical outcome.

Assessment

Assessments

Modifications

Modifications