

# Unit 1: Performance I, Advanced Chorus

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

## Standards

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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.
MU.9-12.1.3B.12adv.Cn	Connecting
MU.9-12.1.3C.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.
MU.9-12.1.3C.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.
MU.9-12.1.3C.12adv.Cr1	Generating and conceptualizing ideas.
MU.9-12.1.3C.12adv.Cr2	Organizing and developing ideas.
MU.9-12.1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
MU.9-12.1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
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.
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.  Evaluate, Refine  How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  How do performers select repertoire?

## 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

Text translation for pieces in foreign language (if applicable)

Audacity

FL Studio

## **Enduring Understandings**

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1. Choral singing is a collaborative and cooperative effort that involves teamwork and cooperation both in the classroom and outside of the classroom (involves individual practice and rehearsal time outside of school).
2. Proper etiquette and effective participation can enhance an overall musical experience.
3. Having a firm understanding of essential music vocabulary can enhance student growth during rehearsal time and in future performance.
4. Both positive and negative critique enhances student performance. Student identification of positive and negative critique is essential.

## **Essential Questions**

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1. How can the singer maximize his or her potential as a performer in choir both during school hours and outside of school hours with home preparation and individual practice?
2. How can the student develop the knowledge and skills during and after school hours that will strengthen his or her vocal music awareness?
3. How can in-the-moment self-critique and daily journaling better the singer for future performances?
4. What skills are needed to recognize a high-level performance (ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)?

## **Knowledge and Skills**

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- 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.

## **Resources**

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Speaker system for appropriate repertoire

Sound system

Octavos (appropriate repertoire for given year)

Piano

## **Transfer Goals**

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1. Students will independently be able to create a performance to evoke mood and emotion through the application of critique, performance skills, and practice time spent both inside and outside of the classroom.

## **Assessment**

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[Assessments](#)

## **Modifications**

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[Modifications](#)

