

# Unit 2: Performance II, 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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- 0xVPA.1.1.12.B.1 Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
- 0xVPA.1.1.12.B.CS1 Understanding nuanced stylistic differences among various genres of music is a component of musical fluency. Meter, rhythm, tonality, and harmonics are determining factors in the categorization of musical genres.
- 0xVPA.1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
- 0xVPA.1.2.12.A.CS2 Access to the arts has a positive influence on the quality of an individual's lifelong learning, personal expression, and contributions to community and global citizenship.
- 0xVPA.1.3.12.B.CS1 Technical accuracy, musicality, and stylistic considerations vary according to genre, culture, and historical era.
- 0xVPA.1.3.12.B.CS4 Basic vocal and instrumental arranging skills require theoretical understanding of music composition.
- 0xVPA.1.3.12.C.1 Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
- 0xVPA.1.4.12.A.1 Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
- 0xVPA.1.4.12.A.CS1 Recognition of fundamental elements within various arts disciplines (dance, music, theatre, and visual art) is dependent on the ability to decipher cultural implications embedded in artworks.
- 0xVPA.1.4.12.A.CS3 Artistic styles, trends, movements, and historical responses to various genres of art evolve over time.
- 0xVPA.1.4.12.B.1 Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
- 0xVPA.1.4.12.B.2 Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.
- 0xVPA.1.4.12.B.CS2 The cohesiveness of a work of art and its ability to communicate a theme or narrative can be directly affected by the artist's technical proficiency as well as by the manner and physical context in which it is performed or shown.
- MU.9-12.1.3C.12adv.Pr5 Developing and refining techniques and models or steps needed to create products.
- MU.9-12.1.3C.12adv.Pr4a Develop and apply criteria to select varied programs 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.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
MU.9-12.1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
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.
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

Sheet Music for appropriate repertoire for that given year

Music Theory preparatory assignments (Practical Theory text)

Associated technology to prepare for what is being learned (microphone, Yeti microphone, sound tower)

Recording device for immediate feedback

Text translation for pieces in foreign language (if applicable)

## Enduring Understandings

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1. Understand basic musical terminologies; note names, dynamic variations, tempos, rhythms, etc...
2. Apply what has been learned in class to quartet testing (assessment of rhythmic accuracy, intonation, tone, breath support, projection, diction, effort, and conducting while others perform).
3. Follow a musical score and apply what has been learned thus far in the marking period (note reading, sight singing technique, etc...).
4. Written self-critique following quartet testing and assess how this critique can better the student for the next time he or she is being evaluated.

## Essential Questions

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1. How can the singer maximize his or her potential as a singer based on acquired and applied knowledge of musical terminology and vocal anatomy?
2. How can the student develop the knowledge and skills that will strengthen his or her vocal music

awareness?

3. How can self-critique better the singer for current and future performances?
4. What skills are needed to recognize a good performance (ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)?
5. What skills are required to recognize a poor performance? How can critique aide in identifying quality of performance?

## **Knowledge and Skills**

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- Review theory application and exercises in order to strengthen sight reading skills.
- Quartet test on pieces studied to ensure student learning of concert repertoire; student confidence as singers will also be evaluated.
- Evaluate student practice time spent outside of the classroom in order to maximize time spent in the classroom.
- Review pieces in concert order, emphasizing good diction, consonants, posture, vowels, rhythm, and pitch. Memorize pieces and actively participate in sectional rehearsals.
- Utilize practice tracks at home and evaluate quality time spent at home rehearsing practice tracks.
- Discuss and critique different aspects of the concert.
- Perform for all sending district middle schools to recruit 8th graders into chorus.
- View a recording of the winter concert and critique each piece with both constructive criticism and positive commentary.
- Critique and analyze individual student final chorus projects, which involve individual or group student performances for the class.
- Focus strictly on sight singing techniques to enhance the process of reading music.

## **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)

Audacity

## **Transfer Goals**

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

## **Assessments**

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[Assessments](#)

## **Modifications**

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[Modifications](#)