Unit 2: Performance II

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

Standards

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.
5.1	Establish and maintain healthy relationships
5.2	Utilize positive communication and social skills to interact effectively with others

5.3	Identify ways to resist inappropriate social pressure
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.
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.
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.
1.3C.12adv.Pr5	Developing and refining techniques and models or steps needed to create products.
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Enduring Understandings

1. Understand and apply basic musical terminologies including note names, dynamic variations, tempos, and rhythms, as well as the ability to follow and interpret a musical score with techniques like note reading and sight-singing.

2. Apply learned musical concepts and techniques to performance assessments (e.g., quartet testing), demonstrating rhythmic accuracy, intonation, tone, breath support, projection, diction, and effort, alongside basic conducting skills.

3. Utilize written self-critique following performance evaluations to assess strengths and areas for improvement, informing future musical growth.

Essential Questions

1. How can singers maximize their potential and vocal music awareness by acquiring and applying knowledge of musical terminology, vocal anatomy, and essential skills?

2. How can self-critique contribute to continuous improvement for current and future performances?

3. What skills are needed to effectively recognize and critique the quality of musical performances (both strong and weak)?

Knowledge and Skills

- 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

Technology & Recording:

- Recording Devices (e.g., iTalk, iReady) and associated technology (microphones like Yeti, sound towers) for recording, playback, and immediate feedback.
- Digital Audio Workstations (e.g., Audacity, FL Studio)
- Online platforms (e.g., YouTube)
- DVD/CD playback technology (as needed)

Musical Instruments & Materials:

- Piano
- Various other instruments (as needed)
- Sheet Music for current and appropriate repertoire
- Music Theory resources (e.g., Practical Theory text, assignments)

Language Support:

- Text translation resources for foreign language pieces (if applicable)

Transfer Goals

1. Students will independently be able to cultivate and apply essential vocal performance skills through dedicated practice and skill development, both inside and outside the classroom, to maximize their potential as effective choral performers.
2. Students will independently be able to create and refine performances that effectively evoke mood and

emotion, by strategically utilizing self-critique and feedback to continuously enhance their artistic expression.

Assessments

Assessments

Modifications

Modifications