

Unit 2: Study II, Advanced Chorus

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

Standards - NJCCS/CCSS

LA.9-10.CCSS.ELA-Literacy.CCRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.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.
MU.9-12.1.3C.12adv.Re7	Perceiving and analyzing products.
MU.9-12.1.3C.12adv.Re8	Interpreting intent and meaning.
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.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
MU.9-12.1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
SEL.PK-12.5.3	Identify ways to resist inappropriate social pressure
SEL.PK-12.5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
	How do musicians make creative decisions?
	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
	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.
	How do musicians make meaningful connections to creating, performing, and responding?

Resources

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)

Enduring Understandings

1. Music is a personal experience; it must be thoroughly examined and involve an individualized personal connection.
2. Each genre of music has its own unique set of characteristics.
3. All music has value even if it differs from an individual's musical preferences.

Essential Questions

1. How can an understanding of musical genre enhance student performance?
2. How is choral music created? What was the composer's original intent when writing the specific piece of music?
3. How can the student develop the knowledge and skills of concert performance critique that will strengthen his or her awareness of a high-quality performance?

Knowledge and Skills

- Compare and contrast different genres of choral music.
- Discuss composer intent in writing a specific piece of music, which will have an immediate impact on individual student performance.
- Provide written critique on a performance (viewing another group performing the piece via YouTube, etc...) and discuss ways in which the performance can be improved.

Resources

Piano as needed for appropriate repertoire
Recording device (iTalk and iReady, yeti microphone)
DVD/CD technology and sound tower for appropriate repertoire
YouTube links of current repertoire
Sheet music (current repertoire)
Various instruments (as needed)

Audacity

Transfer Goals

1. Students will independently be able to evaluate a work or performance to determine its true value.
2. Students will independently be able to uncover the artist's true intent in composing a piece of music.
3. Students will independently be able to attend a performance and evaluate the performance via a paper.

Assessments

[Assessments](#)

Modifications

[Modifications](#)