Unit 2: Study II

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

Standards - NJCCS/CCSS

1.3C.12adv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
	How do musicians make creative decisions?
5.3	Identify ways to resist inappropriate social pressure
5.4	Demonstrate the ability to prevent and resolve interpersonal conflicts in constructive ways
	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.
1.3C.12adv.Re7	Perceiving and analyzing products.
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.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
1.3C.12adv.Re8	Interpreting intent and meaning.
	How do musicians make meaningful connections to creating, performing, and responding?
	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.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.

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

Musical Instruments & Scores

- Piano (as needed for appropriate repertoire)
- Various other instruments (as needed)
- Sheet Music (for current and appropriate repertoire)

Music Theory & Learning Materials

- Music Theory preparatory assignments

Audio Production & Recording Technology

- Recording Devices (e.g., iTalk, iReady, Yeti microphone, for immediate feedback)

- Digital Audio Workstations (e.g., Audacity, FL Studio)

Playback & Sound Systems

- Sound system/Sound tower
- DVD/CD playback technology (as needed for appropriate repertoire)
- Associated technology (to support learning and playback)

Digital & Translation Resources

- YouTube links of current repertoire
- Text translation resources (for pieces in foreign languages, if applicable)

Transfer Goals

1. Students will independently be able to critically analyze a musical work or performance to uncover the artist's true intent and determine its intrinsic value.
2. Students will independently be able to attend a performance and effectively evaluate it, articulating their critique and insights in a written format.\

Assessments

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Modifications

Modifications