Unit 3: Performance III

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

Standards

	How do musicians generate creative ideas?
1.3	Recognize one’s personal traits, strengths, and limitations
2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
5.1	Establish and maintain healthy relationships
1.3E.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on interest, an understanding of the musical characteristics, expressive challenges in the music, and the performer’s musical skill using digital tools and resources.
	When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
1.3C.12adv.Re9	Applying criteria to evaluate products.
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
FL.3-12.7.1.NH.A.A	The Novice-High language learner has progressed from understanding and communicating at the word level to understanding and communicating at the sentence level and can use words, lists, and simple sentences independently to:
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.
LA.9-10.CCSS.ELA-Literacy.CCRA.RL.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
LA.9-12.3.1.12.F.1	Use knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meanings of specialized vocabulary.
	The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

Enduring Understandings

1. Rehearsal skills are paramount in choral singing, encompassing close attention to the conductor's directions (e.g., entrances, cutoffs, tempos, dynamics), active listening, proper posture, and individual responsibility for learning one's vocal line through home practice.

2. Proper performance etiquette is essential for successfully presenting high-calibre music in concert

settings.

3. High-level multi-part and choral compositions across diverse genres (e.g., classical, jazz, pop, musical theatre, holiday repertoire), spanning various voicings (SAB, SATB, SSAATTBB), are fundamental to the choral curriculum.

Enduring Questions

1. How do singers build and maintain confidence while navigating the challenges of high-level repertoire, rehearsal, and performance?

2. How can engagement in activities like master classes, self-reflection, and analysis contribute to continuous vocal and performance improvement, both during and beyond high school?

3. What specific strategies can singers use to improve their performance, particularly in adjudicated settings, through self-reflection and analysis?

Knowledge and Skills

- Demonstrate proper rehearsal skills, which include attention to the teacher, listening to other parts, proper posture, understanding of basic anatomy of the voice, etc....
- Perform music successfully in concert following learned performance decorum.
- Follow the conductor's directions: Entrances, cutoffs, tempos, dynamics, etc.
- Sustain one's part independently while the other parts are singing as a quartet (use of at-home practice tracks to benefit the independent learned parts).
- Perform high-level multi-part choral compositions of a variety of different genres: SAB, SATB, SSAATTBB voicings.

Transfer Goals

1. Students will independently be able to demonstrate professionalism through exhibiting attentiveness, growing from feedback, continuing to make a good impression, and adhering to state music standards.
2. Students will independently be able to learn a vocal line in a piece of high-level music via at-home practice tracks, resulting in an evaluation of learned music that has been assigned.

Assessments

Assessments

Modifications

Modifications