

# Unit 3: Performance III, Advanced Chorus

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

## Standards

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	How do musicians generate creative ideas?
MU.9-12.1.3E.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?
MU.9-12.1.3C.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.
MU.9-12.1.3C.12adv.Re9	Applying criteria to evaluate products.
MU.9-12.1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
MU.9-12.1.3B.12adv.Cn10	Synthesizing and relating knowledge and personal experiences to create products.
MU.9-12.1.3B.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.
SEL.PK-12.1.3	Recognize one’s personal traits, strengths, and limitations
SEL.PK-12.2.3	Identify and apply ways to persevere or overcome barriers through alternative methods to achieve one’s goals
SEL.PK-12.5.1	Establish and maintain healthy relationships  The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.

## Resources

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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)

Audacity

FL Studio

## **Enduring Understandings**

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1. Rehearsal skills are important in the choral rehearsal. These skills involve close attention to the teacher, listening to other parts, proper posture, etc...
2. Proper performance etiquette is necessary when successfully performing high-calibre music in concert.
3. Choir singers must follow the conductor's directions, which include entrances, cutoffs, tempos, dynamics, etc...
4. Learning one's vocal line is necessary to ensure the success of any choir. This will involve home practice via practice tracks of repertoire and evaluation of independently learned music.
5. High-level multi-part and choral compositions of different genres (classical, jazz, pop, musical theatre, holiday repertoire, etc...) are essential in the choir room: SAB, SATB, SSAATTBB.

## **Enduring Questions**

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1. How do singers build and maintain confidence in themselves throughout the rehearsal and performance process, especially when learning higher-level repertoire?
2. How can the singer continue to improve vocally post-high school?
3. How can the involvement and participation in a master class influence future student performances?
4. How can self-reflection and analysis assist in improving performance - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY)?

## **Knowledge and Skills**

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- 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**

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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**

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[Assessments](#)

## **Modifications**

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[Modifications](#)