Unit 3: Study III

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

Standards

1.3C.12adv.Cr1	Generating and conceptualizing ideas.
LA.RL.11-12.4	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (e.g., Shakespeare as well as other authors.)
3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds
LA.RI.11-12.7	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
	Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding.
	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Enduring Understandings

1. Written evaluation and critique following discussion are ESSENTIAL to choral performance.
2. Discussing and writing about the historical impact of a compositional structure is imperative to choral performance.
3. The intrinsic value of a compositional structure is imperative to choral performance and overall comprehensive understanding.

Enduring Questions

1. How do the aesthetic elements and historical significance of a piece of music contribute to its intrinsic value and enhance the overall choral meaning and composition?

2. How does thorough written critique and analysis impact and improve musical performance?
3. How can a written evaluation of the intrinsic value of a piece deepen the understanding and appreciation of its overall composition?

Knowledge and Skills

- Verbally identify and analyze key elements of each piece studied during the semester.
- Understand key music terms: dynamics, diaphragm, posture, prodigy, genre, musical, study of languages being performed during the current school year, text painting, articulation, vowel placement, voice placement, the musical, BIVN (breathe in every vowel you need).
- Critique and analyze the structure of pieces studied.
- Discuss and understand the historical significance of a selected piece of music; including the life of the composer, the culture of the times and the place the selected piece has in the development of the art form. Analyze, discuss and recognize the compositional structure of a selected piece of music, including the elements of music and the musical form via written composition.
- Discuss and understand the aesthetic impact of a selected piece of music, including its initial impact and its legacy.
- Analyze, discuss and understand the intrinsic value of a selected piece of music; from a historic, compositional, personal, emotional and aesthetic point-of-view.

Resources

- Musical Instruments & Scores:
    - Piano
    - Sheet Music
- Music Theory & Learning Materials:
    - Music Theory preparatory assignments
- Audio Production & Recording Technology:
    - Recording Devices (e.g., Yeti microphone, phone voice memos, and other associated sound equipment for recording and immediate feedback)
    - Digital Audio Workstations (e.g., Audacity, FL Studio)
    - Sound System (for playback and recording)
- Digital & Translation Resources:

- YouTube videos for associated repertoire
- CD sound system for associated repertoire
- Text translation resources for pieces in foreign languages (if applicable)
- Associated technology (for general learning support)

Transfer Goals

1. Students will independently be able to analyze and communicate the structure of studied musical pieces, and apply this understanding to compose their own work based on chosen repertoire structures.
2. Students will independently be able to attend a performance and critically evaluate it, articulating their assessment in a written paper.

Assessments

Assessments

Modifications

Modifications