

Unit 3: Study III, Advanced Chorus

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

Standards

LA.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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.
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.)
MU.9-12.1.3B.12adv.Cn11	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
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.
MU.9-12.1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music.
MU.9-12.1.3C.12adv.Cr1	Generating and conceptualizing ideas.
SEL.PK-12.3.2	Demonstrate and awareness of the differences among individuals, groups, and others' cultural backgrounds How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? Musicians connect their personal interests, experiences, ideas and knowledge 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)

Audacity

FL Studio

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 does thorough written critique and analysis affect musical performance?
2. How do the aesthetic elements of a piece of music enhance the overall composition?
3. How can a written evaluation of the intrinsic value of a piece enhance the overall composition?
4. How does the historical significance of a piece enhance overall choral meaning?

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

YouTube video for associated repertoire

Sound system to record

CD sound system for associated repertoire and recording equipment (Yeti microphone, phone technology - voice memos)

Transfer Goals

1. Students will independently be able to communicate the structure of pieces studied.
2. Students will independently be able to write a composition based on the structure of one of the repertoire pieces of choice.
3. Students will independently be able to attend a performance and evaluate the performance via a paper.

Assessments

[Assessments](#)

Modifications

[Modifications](#)