Unit 4: Performance IV

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

Standards

1.2	Recognize the impact of one's feelings and thoughts on one's own behavior
	How do musicians make creative decisions?
3	Social Awareness
3.4	Demonstrate an awareness of the expectations for social interactions in a variety of settings
1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts.
1.3C.12adv.Pr4	Selecting, analyzing and interpreting work.
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
	Rehearse, Evaluate, Refine
1.3C.12adv.Re7	Perceiving and analyzing products.

Enduring Understandings

1. Perform various age-appropriate and high-level repertoire from a variety of time periods and styles.
2. Study professional vocal techniques that incorporate the use of vibrato that help students to acquire the knowledge and skills to strengthen musical awareness.
3. Use appropriate music terminology in critiquing student performances and other student and professional performances (YouTube, concert recordings, etc…).
4. Critique and observe via written reflection: proper and improper vocal techniques in groups and individual performance.
5. Understand the importance of rehearsal and how they shape the ensemble's performances.

Enduring Questions

1. How can self-reflection and assessment influence a performance - ADJUDICATED PERFORMANCE (FIELD TRIP, PERFORMANCE OPPORTUNITY, ADJUDICATION AT ALTERNATE LOCATION)?

2. Do singers/songwriters ability to read music influence performer strengths as a musician? How can note reading enhance learning of music?
3. Can reading music (being music literate) better a performance?
4. How can singers better understand musical terminology to enhance their development as a musician?
5. How can an understanding of musical terminology enhance a performance?

Knowledge and Skills

- Learn all solos as a choir, regardless of voice part, from repertoire being studied in preparation for auditions.
- Highlight what it means to be an effective and appreciative audience member/participant via adjudicated performances/watching other high schools be adjudicated.
- Sight sing, focusing on two scale degrees of pitch (do and re) and rhythm.
- Record learned voice repertoire thus far and self-assess/critique material (at-home practice).
- Practice singing pieces only on vowels to establish proper vowel placement during rehearsal.
- Run-through the concert program - students will assess what needs work and HOW things can be fixed.
- Run sectionals and performances by section to assess student readiness and attention to detail.
- Prepare students for solo auditions for both the spring concert, WHRHS's Spring Arts (senior opportunity) and the Somerset County Teen Arts Festival.
- Run sectional rehearsal off-book in preparation for spring concert with student leaders.
- Prepare for adjudicated performances (Somerset County Teen Arts Festival and any other festival performances taking place).
- Prepare for spring arts.
- Test in groups of four or individually in preparation for spring concert (memorization of words, language pronunciation assessment, etc…).
- Self-assess and critique quartet testing performances.
- Prepare for concert logistics, which include memorization of music, performance etiquette, lining up, behavior, singer's posture, etc..
- Run senior project performances and have students self-analyze and critique their performances following testing.

Resources

Musical Instruments & Scores

- Piano

- Sheet Music (including Choral Octavos for current repertoire)

Music Theory & Learning Materials

- Music Theory preparatory assignments

Audio Production & Playback Systems

- Recording Equipment (e.g., Yeti microphone, phone/voice memo technology, digital recording devices for immediate feedback)
- Digital Audio Workstations (e.g., Audacity, FL Studio)
- Sound System

General Technology & Translation Resources

- Associated Technology (including assistive audio technology) for learning support
- Text translation resources for pieces in foreign languages (if applicable)

Transfer Goals

1. Students will independently be able to find meaning and interest in specific musical performances throughout class time (via YouTube, other high school performances, adjudicated performances, live/concert recordings, etc…).

2. Students will independently be able to prepare for adjudicated performance.

Assessments

Assessments

Modifications

Modifications