

# Unit 4: Musicianship/Musical Expression

Content Area: **Music**  
Course(s): **Concert Choir, Concert Choir (3 day)**  
Time Period: **3rd Marking Period**  
Length: **6 Weeks**  
Status: **Published**

## Unit Overview

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Students will develop the skills necessary to create an expressive and professional performance. Students will improve their ability to perform with expression and fluency through various sight reading and ear training exercises. These skills will enable students to build on their command of music literacy and bring their performances to life.

## Transfer

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Students will be able to independently use their learning to develop and connect personal responses to the music in which they are performing.

## Meaning

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## Understandings

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Students will understand that...

- 1.1 Quality performances involve more than technical proficiency.
- 1.2 Musicians should perform with expression and emotion.
- 1.3 Accomplished musicians can audiate.

## Essential Questions

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Students will keep considering...

1. How do musicians bring the printed score to life?

## **Application of Knowledge and Skill**

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### **Students will know...**

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Students will know...

- Methods of achieving dynamic contrast
- Methods of effective phrasing
- Appropriate ways to add individual interpretation
- Practice methods to achieve technical proficiency
- Practice methods to gain fluency on a given piece of music
- Moveable Do
- Interval Songs

### **Students will be skilled at...**

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Students will be skilled at...

- Performing with expressive dynamics and phrasing
- Performing with sensitivity
- Gaining technical proficiency and fluency through effective home practice
- Performing exercises and repertoire using "Moveable Do" Solfege
- Identifying key signatures by sight and intervals by ear during performance
- Recognizing melodic and rhythmic patterns by ear
- Audiating

## Academic Vocabulary

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- Dynamics
- Variations
- Articulations
- Vocalise
- Phrase
- Text Stress
- Expression
- Genre
- Style
- Musicality
- Musicianship

## Learning Goal

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Students will be able to nurture their own creativity through the expressive elements of choral music.

VPA.1.1.12.B.1	Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
VPA.1.1.12.B.2	Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.
VPA.1.3.12.B.1	Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
VPA.1.3.12.B.2	Analyze how the elements of music are manipulated in original or prepared musical scores.
VPA.1.3.12.B.3	Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
VPA.1.3.12.B.4	Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.
VPA.1.4.12.A.2	Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
VPA.1.4.12.A.3	Develop informed personal responses to an assortment of artworks across the four arts

disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

VPA.1.4.12.B.2

Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

### **Target 1 - Level 1 Retrieval**

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Students will be able to identify and describe expressive texts, symbols, or cues.

### **Target 2 - Level 2 Comprehension**

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Students will be able to perform and demonstrate varying dynamics, articulations, and styles.

### **Target 3 - Level 3 Analysis**

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Students will be able to use contextual clues to differentiate between unique and common properties and be able to interpret the cultural implications of works of music.

### **Target 4 - Level 4 Knowledge Utilization**

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Students will develop intuitive musical expression to a variety of choral literature using historical significance, cultural context, and originality as criteria for one's own interpretation.

### **Summative Assessment**

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- "ThePracticeRoom.net" exercises and recordings
- Benchmark Assessment
- Festival and Competition Adjudications
- Vocal Recordings

## **Formative Assessment and Performance Opportunities**

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- Teacher Observation
- Individual and Peer Assessment
- Written Assessment
- Self-Critique
- Vocal Performance Assessment

## **21st Century Life and Careers**

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CRP.K-12.CRP1	Act as a responsible and contributing citizen and employee.
CRP.K-12.CRP2	Apply appropriate academic and technical skills.
CRP.K-12.CRP4	Communicate clearly and effectively and with reason.
CRP.K-12.CRP6	Demonstrate creativity and innovation.
CRP.K-12.CRP8	Utilize critical thinking to make sense of problems and persevere in solving them.
CRP.K-12.CRP11	Use technology to enhance productivity.
CRP.K-12.CRP12	Work productively in teams while using cultural global competence.

## **Differentiation / Enrichment**

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### **Differentiation**

- Modify the pace of teacher demonstration
- Utilize peer assistance
- Provide additional resources

### **Enrichment**

- Possible solo opportunities
- Utilize as peer mentors/models
- Encourage participation in Honors Ensembles (SJCDA, NJMEA, etc.)

## **Unit Resources**

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- Teacher designed exercises
- Appropriate grade level choral repertoire
- Exercises from "The Complete Choral Warm-up Book"
- Resources from "ThePracticeRoom.net"
- Articulation Cards
- Conducting Pattern Charts