

# Unit 5: Musical Awareness

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 be exposed to repertoire and composers from various historical periods and regions. Students will be provided with the basic interpretive features of each period's characteristic style as it relates to the SAB/SATB choral literature. Through these experiences, students will understand all types of proper stylistic interpretation, therefore properly performing the music.

## Transfer

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Students will be able to independently use their learning to make historical and/or cultural connections with their musical experiences.

## Meaning

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## Understandings

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Students will understand that...

- 1.1 Music composition and performance practices have evolved over time.
- 1.2 The available technology and attitudes towards music in various historical periods or regions have affected the composition and performance practices of that time or area.
  
- 2.1 Music performance should reflect the stylistic expectations of the genre, time-period, and region.
- 2.2. Well-rounded musicians have the versatility to perform music of various genres, time-periods, or cultures.

## **Essential Questions**

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Students will keep considering...

1. How has music developed throughout history and around the world?
2. How does the time period, style, or region of a piece of music influence performance practices?

## **Application of Knowledge and Skill**

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

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Students will know...

- Major compositional features of various time periods and regions
- Major composers of each time period and their impact/influence on the art
- Technique and performance considerations of various musical styles
- Major innovations in the development of various choral ensemble types.

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

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Students will be skilled at...

- Identifying historical periods and compositional devices.
- Identifying composers and their influences according to concert selections.
- Identifying and level-appropriately performing the stylistic elements of concert selections.
- Identifying and level-appropriately performing music of various, styles, according to concert selections.

## Academic Vocabulary

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- History
- Renaissance
- Baroque
- Classical
- Romantic
- Spiritual
- Jazz
- Modern
- Contemporary
- Broadway
- Holiday
- World/Ethnic
- Rote
- Programmatic

## Learning Goal

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Students will be able to understand the historical and cultural influences of a piece of music and be able to perform the piece accordingly.

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.1.2.12.A.1	Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
VPA.1.2.12.A.2	Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.
VPA.1.4.12.A.1	Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
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.A.4

Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

VPA.1.4.12.B.1

Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

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.

VPA.1.4.12.B.3

Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

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

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Students will be able to identify different styles and genres of choral literature.

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

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Students will be able to classify the differences between styles of choral literature and how they affect the performance.

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

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Students will be able to assess how world cultures have affected musical styles.

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

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Students will be able to critique a performance on the merit of its historical and cultural accuracy.

### **Summative Assessment**

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- Musical Period Project

- Listening Journal

- Benchmark Reflections

## **Formative Assessment and Performance Opportunities**

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- Teacher observation
- Written assessment
- Vocal performance assessment (solo and ensemble)

## **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**

- Utilize peer assistance
- Provide additional resources or recorded examples
- Modify assessments as necessary

### **Enrichment**

- Utilize as peer mentors
- Use as student models

## **Unit Resources**

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- Grade level-appropriate choral repertoire
- "Teaching Music Through Performance in Choir" - book and recordings
- "Norton Anthology"
- Audio or Video recordings of concert repertoire
- Teacher Designed exercises