

# Unit 3: Music Literacy

Content Area: **Music**  
Course(s): **Concert Choir, Concert Choir (3 day)**  
Time Period: **2nd Marking Period**  
Length: **6 Weeks**  
Status: **Published**

## Unit Overview

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Students will demonstrate a basic understanding of the standard notation symbols commonly encountered in the appropriate grade level choral repertoire of SAB/SATB voicings. These include elements of rhythm, pitch, harmony, meter and time signature, tempo, dynamics, articulations, and form. Students will develop sight-singing skills utilizing the moveable "do" solfege method and will apply that ability to the rehearsal of grade level appropriate SAB/SATB choral repertoire.

## Transfer

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Students will be able to independently use their learning to use their musical literacy to perform in any musical setting they desire.

## Meaning

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## Understandings

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Students will understand that...

- 1.1 Music notation is a written language.
- 1.2 Composers utilize standardized symbols to communicate their intent.
  
- 2.1 Musicians should learn to read, understand, and apply printed notation.
- 2.2 Building music literacy enhances the experience of learning and performing music.

## Essential Questions

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Students will keep considering...

1. How does a composer "write down" a piece of music?
2. How do musicians know what to perform?

## **Application of Knowledge and Skill**

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

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Students will know...

- Symbols used to represent: note/rest values, dotted rhythms, etc.
- Methods of counting and count-singing
- Pitches represented on various clefs and ledger lines
- Solfege construction of major keys
- Solfege syllables and Curwen hand signs
- Basic simple and compound time signatures
- Tempo markings
- Dynamic markings
- Articulation markings: legato, staccato, marcato, tenuto, etc.
- Phrase and slur markings
- Voicing and accompaniment structure of printed scores
- Various uses of form in printed music

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

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Students will be skilled at...

- Performing note/rest symbols with accuracy
- Perform dotted rhythms with accuracy
- Analyzing and counting rhythms
- Identifying pitches on various clefs
- Interpreting key signatures and applying accidentals
- Reading and performing major scales
- Performing music using Solfege syllables
- Performing diatonic intervals
- Performing in a given time signature
- Interpreting various tempo markings via text or symbols
- Performing with appropriate dynamics
- Applying articulation and phrasing markings to a performance
- Analyzing a printed score to discern organization and form

## **Academic Vocabulary**

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- Staff
- System
- Rhythm
- Melody
- Treble and Bass Clef
- Note and Rest Durations (Whole, Half, Quarter, Eighth, Sixteenth)
- Time Signature
- Key Signature
- Sharp and Flat
- Solfege
- Moveable Do

- Count Singing

## **Learning Goal**

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Students will be able to read and perform grade level appropriate choral repertoire.

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|----------------|--|
| 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.                                    |

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

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Students will be able to identify and define components of written music.

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

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Students will be able to perform basic major melodies on solfege at sight.

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

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Students will be able to analyze melodic lines for rhythmic and melodic function.

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

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Students will be able to sight read/sing grade level appropriate choral repertoire as an ensemble in SAB voicing.

### **Summative Assessment**

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- Benchmark Assessment
- Vocal Recordings
- ThePracticeRoom.net check points

### **Formative Assessment and Performance Opportunities**

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- Teacher Observation
- Individual and peer assessment
- Written assessment
- 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
- Modify worksheets and handouts

### **Enrichment**

- Utilize as peer mentors
- Expand upon topics with additional resources
- Provide the next level of "ThePracticeRoom.net" materials

## **Unit Resources**

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- Teacher designed exercises
- Teacher designed handouts and worksheets
- Selected pages from "Alfred's Essentials of Music Theory"
- Resources from "ThePracticeRoom.net"
- Resources from "MusicTheory.net"
- Conducting Pattern Charts
- Appropriate grade level choral repertoire
- Selected Rounds from "The Kings Singers Book of Rounds, Canons, and Partsongs"