

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

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

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

Meaning

Understandings

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

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

Students will know...

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- 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...

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

- 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

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

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

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

Target 2 - Level 2 Comprehension

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

Target 3 - Level 3 Analysis

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

Target 4 - Level 4 Knowledge Utilization

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

Summative Assessment

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

Formative Assessment and Performance Opportunities

- Teacher Observation
- Individual and peer assessment
- Written assessment
- Vocal Performance assessment

21st Century Life and Careers

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

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

- 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"