

Course Title – Concert Choir

Implement start year – 2014-2015

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Unit #3, topic - Performance

Students will be able to independently use their learning to combine the aspects of musical aesthetics and delivery to perform in rehearsals, concerts, community functions, festivals and competitions.

Stage 1 – Desired Results

Established Goals

2009 NJCCC Standard(s), Strand(s)/CPI #
(<http://www.nj.gov/education/cccs/2009/final.htm>)

Common Core Curriculum Standards for Math and English
(<http://www.corestandards.org/>)

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.

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.

1.2.12.A.1 Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

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.

1.3.12.B.2 Analyze how the elements of music are manipulated in original or prepared musical scores.

21st Century Themes

(www.21stcenturyskills.org)

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

21st Century Skills

Learning and Innovation Skills:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media and Technology Skills:

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy

Life and Career Skills:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability

<p>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.</p> <p>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.</p> <p>1.4.12.A.1 Describe feelings and reactions in response to a creative movement/dance performance.</p> <p>1.4.12.A.2 Describe feelings and reactions in response to diverse musical genres and styles.</p> <p>1.4.12.A.3 Describe feelings and reactions and respond in an increasingly informed manner to stories and dramatic performances.</p> <p>1.4.12.A.4 Describe feelings and reactions and make increasingly thoughtful observations in response to a variety of culturally diverse works of art and objects in the everyday world.</p>	<p><input type="checkbox"/> Leadership and Responsibility</p>
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> Interpretation allows for the freedom of musical expression within the confines of the composer's intent.</p> <p><i>EU 2</i> Etiquette, the professional appearance and behavior of the choir, has an effect not only on the overall performance, but on the audience's experience.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • How does the performer have a responsibility to his/her audience? • In what instance should artistic expression be censored? • How is feeling or mood conveyed musically? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • What is the performer's responsibility to his/her audience? • How does physical appearance and behavior affect the choir's sound or how you are perceived?

<p><i>EU 3</i> Understanding the multiple genres of cultural and historical choral literature will enhance the quality of the performance through stylistic accuracy.</p> <p><i>EU 4</i> Performing in public provides a service to the community and demonstrates the importance of music in society.</p> <p><i>EU 5</i> Singing in competition raises the level of the performer's musicianship and exposes the choir to a variety of choral literature, choral groups, and professional adjudicators.</p>	<ul style="list-style-type: none"> • How does facial expression affect a performance? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How does every piece of music relate to a historical theme? <p><i>EU 4</i></p> <ul style="list-style-type: none"> • How does performing outside of the school enhance the level of musical performance? • How does music add to a society's culture? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How can choirs benefit from listening to each other? • Why is it important that students hear critiques from professionals other than their director?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • elements of music (Pitch, Rhythm, Phrasing, Timbre). <p><i>EU 2</i></p> <ul style="list-style-type: none"> • rules of stage etiquette. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • the different genres and periods of musical choral literature. 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • analyze a musical score to interpret the text allowing the story to be told through musical expression. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • listen, identify and analyze the characteristics of a quality choral performance from the standpoint of etiquette. <p><i>EU 3</i></p> <ul style="list-style-type: none"> • distinguish the characteristics of music that define the various genres and musical periods.
<p>Stage 2 – Assessment Evidence</p>	
<p>Recommended Performance Tasks:</p>	

Other Recommended Evidence: *Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.*

- Students will rehearse for the final performance using their recollection of interpretation, performance etiquette, and choral literature.

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

- Students will watch and discuss videos of other choirs demonstrating the proper and/or improper use of performance etiquette. (A)
- Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (M)
- Students will participate in choral festivals, competitions, and choir tours.(M)
- Students will perform for District events, school ceremonies, and community events. (M)
- Designate a group of students to demonstrate improper performance etiquette. The rest of the choir will observe the performance and list the improper behaviors being demonstrated. Groups will discuss the observation and the same group will perform again correcting the discussed behavior. (M)
- Students will choose a song and write a short story giving their interpretation of the piece. (T)
- Using their IPAD, students will create a timeline of historical periods and choose a piece of choral literature that correlates with that period. Students will work in sectionals to improve the rhythmic and musical accuracy of a piece of music. (T)
- Students will brainstorm possible community and festival venues to perform for the public. They must set up the logistical and musical aspects of the event, including a music program or set list. (T)
- Using their IPAD, students will write a 3 page research paper on choral composer of choice focusing on the life, career, music, and professional development of the composer. (T)

