

NEW MILFORD PUBLIC SCHOOLS

New Milford, Connecticut



Advanced Chorus

April 2021

BOE Approved August 2021

New Milford Board of Education

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New Milford's Mission Statement

The mission of the New Milford Public Schools, a collaborative partnership of students, educators, family and community, is to prepare each and every student to compete and excel in an ever-changing world, embrace challenges with vigor, respect and appreciate the worth of every human being, and contribute to society by providing effective instruction and dynamic curriculum, offering a wide range of valuable experiences, and inspiring students to pursue their dreams and aspirations.

Advanced Chorus Course Description

The Connecticut State Board of Education (CSBE) believes that arts learning should occur through education focused on the whole child. As music educators we want to create artistically-literate citizens well equipped with the creativity, communication, and critical thinking skills. The CSBE further believes that all Connecticut public schools must provide for challenging and rigorous programs of study in the arts across all grade levels. An artistically-literate citizen has the knowledge, skills, and understanding to actively engage in the arts throughout their lives. All students should have the opportunity to be involved in music. To be involved with music is to discover the world of understanding not only one's self, but all people. Through participation in a performing group or the study of music itself, students become aware of the impact of human response and emotions. The purpose of this curriculum is to help students develop skills that are transferable throughout their lives. Music education and participation in music programs create intelligent consumers of music, people with musical awareness, and musical discrimination

The choral music program at New Milford High School emphasizes the organization, preparation, and performance of a variety of choral repertoire. Participation in this program is designed to provide students with the fundamentals of healthy vocal technique, to improve their aural skills, sight-singing ability, ensemble skills, communication skills, and overall musicianship. Through a repertoire based approach students will have many opportunities to develop technical and expressive skills throughout the year. The Advanced Chorus is open to students in grades ten through twelve by audition. Emphasis is placed on the advanced development of singing and sight-reading skills as well as the study of advanced choral music. Strong vocal technique and sight-reading skills are required to be a member of this ensemble. Ensemble placement is at the discretion of the choral director.

Public performances after school hours are an integral part of this course and are a required part of the class. In addition to these performance opportunities, New Milford High School is a member of the CMEA Northern Region which allows students the opportunity to audition and participate in Regional and All-State auditions and festivals. Students are highly encouraged to participate in these activities.

Through this standards-based course, students will be able to create, connect, respond, and perform according to individual abilities. Students are taught to use aural and visual discrimination skills to perceive the nuances present in music performance. Students will work together to perform choral ensemble pieces in diverse musical styles with authenticity and skilled musicianship.

This curriculum addresses choral performing skills including, but not limited to:

- Teamwork/Collaboration
- Posture
- Breath Control
- Music Theory
- Tone Development
- Intonation
- Expression/phrasing
- Musicianship

Pacing Guide

Unit Title

Number of weeks

Unit 1: Vocal Technique

Embedded throughout course

Unit 2: Ensemble Skills

Embedded throughout course

Unit 3: Music Literacy

Embedded throughout course

Unit 4: Music Expression

Embedded throughout course

Unit 1: Vocal Technique

<p>ESTABLISHED GOALS</p> <p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>CASEL Standard - Self-Management - The abilities to manage one’s emotions, thoughts, and behaviors effectively in different situations and to achieve goals and aspirations.</p>	<p><i>Transfer</i></p>	
	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p>	
	<p><i>Meaning</i></p>	
	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Proper vocal technique is fundamental to the performance of choral music. - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. 	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do musicians improve the quality of their creative work? - When is a performance judged ready to present? - How do musicians improve the quality of their performance? - Why are correct posture, breath support, and vowel formation essential for achieving good singing and performing? - What are the physical characteristics necessary for good vocal technique? - How does understanding the fundamentals of vocal production improve my experience singing in choir?

Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - proper breath support and breathing techniques - vowel placement for singing - healthy resonance and tone production - proper intonation - singing posture - tonal memory - vocal health - self-evaluation tools to improve their craft
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - producing clear and tall vowels. - executing crisp consonants and clear diction. - utilizing their tonal memory to repeat melodic passages. - demonstrating proper singing posture while sitting or standing on a consistent basis. - achieving good breath support throughout their range. - producing a focused, resonant tone throughout their range. - executing technical and expressive elements of music for a successful performance. - performing vocal music passages with accurate intonation. - applying teacher, peer, and personal feedback to refine performance.

STAGE 2

Code	Evaluative Criteria	Assessment Evidence
<p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Meaning</p> <p>Meaning</p> <p>Transfer</p>	<p>Students will be assessed according to a NMHS written rubric showing mastery of the following indicators:</p> <p>Scales</p> <ul style="list-style-type: none"> ● pitch accuracy. ● rhythmic accuracy. ● tone quality. <p>Sight-Reading</p> <ul style="list-style-type: none"> ● pitch accuracy. ● rhythmic accuracy. <p>Repertoire</p> <ul style="list-style-type: none"> ● pitch accuracy. ● rhythmic accuracy. ● tone quality. ● proper diction (clear vowels and crisp consonants) ● proper singing posture throughout the performance. ● proper breath control throughout the performance. ● a refined sense of expression/interpretation. 	<p>PERFORMANCE TASK(S):</p> <p style="text-align: center;">SINGING ASSESSMENT</p> <p>Goal: The goal is for students to demonstrate the progress they have made by demonstrating their skill by singing two scales (key determined by voice part), an excerpt of ensemble repertoire and completing a sight-reading example.</p> <p>Role: Students will serve as the musicians.</p> <p>Audience: Teacher will serve as the adjudicator.</p> <p>Situation: You are performing/ auditioning to be part of an ensemble. For this audition you must demonstrate what it means to sing with strong vocal technique by performing the assigned material to the best of your ability.</p> <p>Product, Performance, and Purpose: Individual performance</p> <p>Standards and Criteria for Success: Rubric communicating the evaluative criteria</p>

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">- student reflection on singing assessment- informal performance assessment- rehearsal self reflections- teacher observation- participation in class activities- participation in sectional rehearsals
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Code		
Code	<i>Pre-Assessment</i>	
	At the beginning of the school year, students will complete vocal warm-ups in small groups so that the teacher can observe and determine the students' current ability level.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Student participation in daily ensemble warm-up activities.	<ul style="list-style-type: none"> - Observation - both visual and aural - Questioning and listening techniques - Student self-assessment and reflection - Peer Coaching - Class Discussions - Simple Rubrics - Targeted instruction in sectionals - Specific feedback
Acquisition	Teacher leads activities defining and exemplifying proper breathing technique.	
Acquisition	Students take part in an in-class discussion on proper vocal health.	
Acquisition	Student participation in group daily repertoire practice.	
Acquisition	Teacher models and students mimic different types of tone and resonance as a group, then students describe what they hear.	
Meaning	Students accurately reflect upon their performance.	
Meaning	Students individually share which rehearsal strategies helped them achieve their goals.	
Meaning	Teacher discusses proper singing posture, both while standing and sitting, through modeling correct and incorrect posture. Through trial and error, students will connect why posture is an important element of vocal technique through self-discovery and class discussion.	
Meaning	Teacher models proper vowel shaping and has students replicate. Through trial and error, students discuss how vowel shaping impacts blend and intonation.	
Transfer	Students listen to choirs and vocalists reflect upon what they hear first reflecting on their own and then discussing as a class.	
Transfer	Students demonstrate what it means to sing with correct and incorrect vocal technique and identify why each is right and wrong.	

Unit 2: Ensemble Skills

<p>ESTABLISHED GOALS</p>	<p><i>Transfer</i></p>	
<p>Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p> <p>Anchor Standard 6: Convey meaning through the presentation of artistic work.</p> <p>Anchor Standard 9: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.</p> <p>MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.</p> <p>MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context.</p>	
	<p><i>Meaning</i></p>	
<p>CASEL Standard - Relationship Skills - The abilities to establish and maintain healthy and supportive relationships and to effectively navigate settings with diverse individuals and groups.</p>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. - Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influences the audience response. - The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria - Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do musicians improve the quality of their performance? - When is a performance judged ready to present? - How do context and the manner in which musical work is presented influence audience response? - How are balance and blend achieved in a choir? - How does individual participation within an ensemble impact the group as a whole? - How do we judge the quality of musical work(s) and performance(s)? - How do musicians improve the quality of their creative work?

Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - the context of their individual voice within their section and the ensemble at large - unified vowel sounds - blend and balance - onsets and releases - conductor's visual cues including how to follow and respond to the conductor - to sing with others and work as a group - concert etiquette - communication skills
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - performing their own part within the ensemble with ensemble awareness including intonation, timing, breathing, blend, and balance - performing with accuracy on onsets and cut-offs - performing a variety of choral literature. - demonstrating a uniform vowel sound within their section and the entire ensemble. - recognizing sensitivity to choral blend and balance - responding to the director and ensemble's interpretation of repertoire selections. - effectively following and responding to the director's conducting - balancing and blending with other sections of the ensemble - demonstrating proper performance etiquette during performances - applying teacher given, peer given, or self given feedback to improve performance

Code	Evaluative Criteria	Assessment Evidence
<p>Acquisition/ Meaning</p> <p>Transfer</p>	<p>Upon performing concert repertoire, students will be assessed according to a NMHS written rubric consisting of the following indicators:</p> <ul style="list-style-type: none"> ● Ensemble/students perform music with attention to dynamics, ensemble blend, intonation, expression qualities, and accurate response to visual cues. ● Student completes a performance reflection discussing both the strengths and areas of improvement for their personal performance as well as that of the ensemble. 	<p>PERFORMANCE TASK(S):</p> <p style="text-align: center;">CONCERT PERFORMANCE</p> <p>Goal: The goal is to perform in a concert displaying new repertoire learned and proper concert etiquette.</p> <p>Role: Students will serve as the performers.</p> <p>Audience: The audience is made of students’ families and the school community.</p> <p>Situation: You will perform the repertoire we have learned in this concert cycle for a live audience.</p> <p>Product, Performance, and Purpose: Throughout the course of the year, we will learn new music together and work on ensemble skills. In their ensembles, students will perform this music and showcase how they have grown in terms of musicianship and ensemble technique. Students will reflect upon this growth both in class discussion and written reflection.</p> <p>Standards and Criteria for Success: Your work will be judged by you and your peers through a class discussion and self-reflection.</p>
		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none"> - informal performance assessment - rehearsal self reflections - teacher observation - student researched program notes - participation in class activities - participation in sectional rehearsals - exit slips

Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Teacher will check for students' prior knowledge with an informal ensemble performance pre-assessment created by the choral director.	
	<p>Summary of Key Learning Events and Instruction</p> <p>Students will work in sectionals to strengthen part accuracy.</p> <p>Teacher will have students follow and respond to conducting patterns.</p> <p>Teacher models proper vowel shaping and has students replicate. Students discuss how vowel shaping impacts blend and intonation.</p> <p>Teacher will have students follow and respond to conducting patterns.</p> <p>Ensemble performs musical selections with rhythmic accuracy.</p> <p>Ensemble performs musical selection with pitch accuracy.</p> <p>Students will have the opportunity to conduct the ensemble on small sections of the music or warm-ups.</p> <p>Students identify important lines and motives in the music and discuss how this impacts ensemble balance.</p> <p>Students will judge their own performances and consider whether they accomplished their goals.</p> <p>Students have the opportunity to listen to the group as an audience member and reflect upon what they are hearing.</p> <p>Teacher will record the ensemble and playback for the class to discuss strengths and areas for improvement.</p> <p>After performing a section of the music, students are asked to identify an area for improvement and recommend a rehearsal strategy to address it.</p> <p>Students write program notes outlining important information about the background of their repertoire and the skills they needed to master to learn each piece.</p>	<p>Progress Monitoring Strategies Include:</p> <ul style="list-style-type: none"> - Observation - both visual and aural - Questioning and listening techniques - Student self-assessment and reflection - Peer Coaching - Class Discussions - Simple Rubrics - Targeted instruction in sectionals - Specific feedback
Acquisition		
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Meaning		
Transfer		
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Transfer		

Unit 3: Music Literacy

ESTABLISHED GOALS	Transfer
<p>Anchor Standard 3: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria</p> <p>Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.</p>	<p><i>Students will be able to independently use their knowledge to...</i></p> <p>MU:Cr3.1.E.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes</p> <p>MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p>
	Meaning
<p>CCSS.ELA-LITERACY.RST.9-10.4</p> <p>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific context relevant to grades 9-10 texts and topics.</p>	<p>UNDERSTANDINGS</p> <p><i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. - Developing music literacy skills is fundamental to reading and understanding music and the composer's intent.
	<p>ESSENTIAL QUESTIONS</p> <p><i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - What are the tools that aid a musician in reading and understanding a piece of music? - What is solfege and how do we use it to read music? - How does understanding the structure and context of musical works inform performance?
Acquisition	
<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - pitch tools, including solfege (using movable do) and how to apply them in performance - rhythm tools, including the number system and how to apply it to standard notation and performance - Curwin hand signs - music vocabulary including terms regarding musical expression and tempo - time signatures - choral score, system, staff, measures - draft melodies 	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - sight-reading simple rhythms - sight-reading simple melodies - performing stylistic markings as indicated and music - identifying and labeling pitches on a staff using either solfege or standard notation - locating measures within a score - identifying musical terms and notation symbols that appear in choral scores - navigating through the musical road map of a choral score

	<ul style="list-style-type: none">- compositional devices such as repetition, sequencing, and creating tonal melodies- how to mark their music to document important compositional devices that impact performance	<ul style="list-style-type: none">- dictating simple melodies- dictating simple rhythms- writing draft melodies- revising- performing draft melodies
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Code	Evaluative Criteria	Assessment Evidence
<p>Acquisition</p> <p>Acquisition</p> <p>Acquisition</p> <p>Meaning</p> <p>Transfer</p>	<p>Students will be assessed according to a NMHS written rubric consisting of the following indicators:</p> <ul style="list-style-type: none"> ● pitch accuracy. ● rhythmic accuracy. ● correct identification of music terminology from passage including time signature, key signature, tempo markings, dynamic marking and other key terms, signs and symbols. ● accurate description of how the terms, signs and symbols listed above impact the performance ● accurate execution of how the terms, signs and symbols listed above impact the performance 	<p>PERFORMANCE TASK(S): <i>Students will show that they really understand evidence of...</i></p> <p>Goal: Working in small groups, students will be given an excerpt of a score and be asked to identify the meaning of markings and symbols in the score such as defining the time signature, key signature, tempo, dynamics, and other key terms. Students will then be asked to create a road map of the excerpt, showing how their part moves from one system to the next and labeling their pitches on solfege. After studying the score, students will then be asked to sight-read their part on solfege.</p> <p>Role: Musician</p> <p>Audience: Students need to convince the audience (teacher) of their authority of the musical passage.</p> <p>Situation: You receive a new piece of music that you are expected to have prepared for an upcoming performance. Your job is to study the score and define highlighted musical terms symbols. You will then study the pitches and rhythm of your line and perform it on solfege with pitch and rhythmic accuracy.</p> <p>Product, Performance, and Purpose: Musicians are tasked with learning and revising music independently. Your job is to interpret and perform an excerpt of this score on your own so that you can grow in your ability to learn music independently.</p> <p>Standards and Criteria for Success: Rubric communicating the evaluative criteria.</p>

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">- informal performance assessment- teacher observation- participation in class activities- participation in sectional rehearsals- sight-reading assessments- ensemble performances- singing tests- written program notes
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Teachers will check for student's progress with a sight-reading pre-assessment at the beginning of the school year.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Student participates in regular sight-reading examples in rehearsal including sight reading one line melodies and chorales.	<ul style="list-style-type: none"> - Observation - both visual and aural - Questioning and listening techniques - Student self-assessment and reflection - Peer Coaching - Class Discussions - Simple Rubrics - Targeted instruction in sectionals - Individual feedback on sight-reading activities
Acquisition	Teacher models strategies for sight-reading music.	
Acquisition	Student sings through aural training examples with accuracy.	
Acquisition	Students learn Curwin hand signs and use them as a regular part of their rehearsal technique.	
Acquisition	Student completes Individual Sight-Reading Factory assignments on a regular basis.	
Acquisition	Student identifies key terms in ensemble literature.	
Meaning	Student transcribes teacher sung melodies into solfege and/or standard notation	
Meaning	Student demonstrates usage of key terms in ensemble literature.	
Transfer	Students write and refine their own melodies.	

Unit 4: Musical Expression

ESTABLISHED GOALS	Transfer		
<p>Anchor Standard 8: Interpret intent and meaning in artistic work.</p> <p>Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make music.</p> <p>CCSS.ELA-LITERACY.RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><i>Students will be able to independently use their learning to...</i></p> <p>MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources.</p> <p>MU:Cn10.0.H.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p>		
	Meaning		
	<table border="1" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. </td> <td style="width: 50%; vertical-align: top;"> <p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do dynamics affect the mood of a song? - Why is historical context critical for understanding music? - How do we discern the musical creators' and performers' expressive intent? - How do musicians make meaningful connections to creating, performing, and responding? - How do I take what is written on the page and bring it to life? - How does using our critical listening skills allow us to provide an informed critique? - How do expressive elements communicate an idea in a song? </td> </tr> </table>	<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do dynamics affect the mood of a song? - Why is historical context critical for understanding music? - How do we discern the musical creators' and performers' expressive intent? - How do musicians make meaningful connections to creating, performing, and responding? - How do I take what is written on the page and bring it to life? - How does using our critical listening skills allow us to provide an informed critique? - How do expressive elements communicate an idea in a song?
<p>UNDERSTANDINGS <i>Students will understand that...</i></p> <ul style="list-style-type: none"> - Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding - Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. 	<p>ESSENTIAL QUESTIONS <i>Students will keep considering...</i></p> <ul style="list-style-type: none"> - How do dynamics affect the mood of a song? - Why is historical context critical for understanding music? - How do we discern the musical creators' and performers' expressive intent? - How do musicians make meaningful connections to creating, performing, and responding? - How do I take what is written on the page and bring it to life? - How does using our critical listening skills allow us to provide an informed critique? - How do expressive elements communicate an idea in a song? 		

Acquisition	
	<p><i>Students will know...</i></p> <ul style="list-style-type: none"> - background information about the repertoire they are performing - the context of a piece impacts performance - definitions of dynamic markings - definitions of score markings - diction for singing
	<p><i>Students will be skilled at...</i></p> <ul style="list-style-type: none"> - identifying dynamic markings - properly executing dynamic markings - singing with expression - interpreting meaning in lyrics - using dynamics to enhance song interpretation - performing a diverse array of choral repertoire with expression - assessing a performance based on selected criteria - analyzing and interpreting choral repertoire to create an informed performance - performing text with proper pronunciation and syllabic stress - placing emphasis on specific words within a phrase to provide further understanding of the text - connecting meaning to written music - singing lyrics to convey meaning - pronouncing text in a way that is understandable to the audience

Code	Evaluative Criteria	Assessment Evidence
<p>Acquisition</p> <p>Meaning</p> <p>Transfer</p>	<p>Students will read through text to determine meaning. Students will participate in class discussion on meaning.</p> <p>Students will use appropriate vocabulary and terminology in their written reflections.</p> <p>Students identify their own criteria of what made their performance musically expressive or why it is in need of improvement.</p>	<p>PERFORMANCE TASK(S):</p> <p style="text-align: center;">MUSICAL INTERPRETATION PERFORMANCE TASK</p> <p>Goal: Students will be given a new piece of music and will work in small groups to bring it to life! They will be asked to use their musical knowledge and intuition to perform the piece with an informed sense of musical expression. They will set a tempo, consider phrasing, and add their own dynamics. They will be judged based on their musical decisions and how well those decisions are executed.</p> <p>Role: The student will serve as the musician.</p> <p>Audience: The teacher will serve as the audience member.</p> <p>Situation: Given a new piece of music with no dynamic markings or score markings other than standard note notation written, your job is to bring it to life by performing it with an informed sense of musical expression.</p> <p>Product, Performance, and Purpose: You will use your understanding of musical expression to interpret and create an impactful musical interpretation of a piece of music.</p> <p>Standards and Criteria for Success: Your work will be judged by you and your peers through a class discussion and self-reflection.</p>

		<p>OTHER EVIDENCE:</p> <ul style="list-style-type: none">- class discussion- concert reflection- program notes- teacher feedback- listening to recordings of other ensembles- ensemble performances
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Pre-Assessment		
Code	<i>Pre-Assessment</i>	
	Teacher will test previous knowledge by having students complete a similar activity as a class at the beginning of the year. Teacher will ask questions to gain an understanding of knowledge.	
	Summary of Key Learning Events and Instruction	Progress Monitoring Strategies Include:
Acquisition	Teacher brings student attention to expression markings written and implied in repertoire.	<ul style="list-style-type: none"> - Observation - both visual and aural - Questioning and listening techniques - Student self-assessment and reflection - Peer Coaching - Class Discussions - Simple Rubrics - Targeted instruction in sectionals - Specific feedback
Acquisition	Teacher introduces concert music by sharing background information on the pieces.	
Acquisition	Students experiment singing the same sections of repertoire with different dynamic markings and assist the director in making informed decisions about how the music should be performed.	
Acquisition	Students identify expression markings in their music.	
Acquisition	Students learn about and study the background of the composers and pieces they are performing.	
Acquisition	Students speak through text to discern syllabic stress, important words to emphasize, and sentence phrasing.	
Acquisition	Students study the lyrics of the ensemble repertoire and discuss meaning.	
Acquisition	Students complete program notes for one piece of concert repertoire.	
Meaning	Ensemble listens to recordings of other groups performing. Teachers asks leading questions to drive home ideas of how these groups perform the music.	
Meaning	Teacher leads class discussion about the meaning of the piece, using background information on the piece and other evidence from the music to drive the conversation.	

Meaning	Students discuss how to convey the composer’s intended meaning during their performance through their singing and physical presentation.	
Meaning	Students will listen to recordings of themselves and other ensembles and consider how the groups convey meaning through their music.	
Meaning	Students will judge their own performances and consider whether they accomplished their goals.	
Transfer	Students identify their own criteria of what made their performance “good” or why it is in need of improvement.	