

High School Choir



Spring Concert Cycle

Course Curriculum

Power Objectives

P.O. #1: Demonstrate on a daily basis the individual responsibilities for a member of a performing ensemble ([P.O. #1 Proficiency Rubric](#))

P.O. #2: Develop vocal solo and or ensemble performance skills to include performance through traditional classical and other notations ([P.O. #2 Proficiency Rubric](#))

P.O. #3: Read, perform, and describe varied types of musical repertoire using vocabulary that demonstrates an understanding of the language of music appropriate to the genre and culture ([P.O. #3 Proficiency Rubric](#))

P.O. #4: Apply critical thinking skills to music performances, focusing on context, culture, and setting. ([P.O. #4 Proficiency Rubric](#))

Academic Vocabulary

- ☐ diction
- ☐ audience /performance etiquette
- ☐ vocal production (focus, breath support, placement)
- ☐ stylistic expression
- ☐ historical and societal content

Enduring Understandings

Students understand that...

- Responsible musicians contribute positively on a daily basis in rehearsal to help the ensemble reach its full potential.
- Performers and audience members show respect by observing proper etiquette in a formal concert.
- Signers must understand how to use their voice in order to make a healthy, resonant sound.
- Musicians must be able to interpret musical markings and expressions, both in written form and as cues from a conductor, in order to accurately convey the composer's

Essential Questions

intentions.

- Understanding the historical and societal context for a piece of music creates a more authentic performance.
- How can members of an ensemble work together for the betterment of the group?
- Why is it important to show good concert etiquette at a formal concert?
- Why is it important to understand how the human voice works?
- How does understanding the culture and historical setting influence the authentic performance of a piece of music?