

Fine Arts Curriculum Map: High School Advanced Vocal Ensemble

Unit/Topic:	Quarter:	Time Frame:
HS Advanced Vocal Ensemble	Full Year	Full Year
Essential Questions:		
How do musicians generate creative ideas? How do musicians make creative decisions? How do musicians improve the quality of their creative work? When is creative work ready to share? How do performers select repertoire? How does understanding the structure and context of musical works inform performance? How do performers interpret musical works? 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 do individuals choose music to experience? How does understanding the structure and context of music inform a response? How do we discern musical creators' and performers' expressive intent? How do we judge the quality of musical work(s) and performance(s)? How do musicians make meaningful connections to creating, performing, and responding? How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?		
Key Concepts:	Key Vocabulary:	

● Repertoire - 4-8 part ● Repertoire – Multicultural Literature ● Repertoire - a Capella in mixed formations or with one person on each part ● Strategies to address technical challenges ● Feedback from peers ● Perform independent parts while others play contrasting parts ● Application of articulators to produce clarity of consonants and purity of vowels - technique, mature tone ● Listening - Tuning, Balance and Blend within the ensemble specifically as it relates to male voices ● Musical structure ● Maintain a steady beat ● Notation ● Scales, intervals, arpeggios ● Sight reading single line melody with steps and skips in major and minor keys ● Technique ● Elements of Music (e.g., rhythm, melody). Composing and improvising ● Developing melodies and rhythmic passages ● Evaluating compositions and improvisations ● Analyzing/supporting interpretations of the expressive intent and meaning of musical works ● Composing	HS Varsity Choir Vocabulary
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• Share personally developed arrangements, sections, and short compositions individually or as an ensemble that address identified purposes. • representing cultures, styles, genres, and historical periods in multiple types of ensembles. • Connecting with an audience through prepared performances. • Analyze how music and other art forms involve and are affected by one's knowledge outside the arts • Exposure to Jazz Literature • Improvisation • Minimum one graded performance per semester • Suggested one festival performance per year	
Priority Standards:	Supporting Standards:
Anchor Standard 1 - Generate and conceptualize artistic ideas and work Anchor Standard 2 - Organize and develop artistic ideas and work Anchor Standard 3 - Refine and complete artistic work that demonstrate understanding of characteristics of music or texts studied in rehearsal. Anchor Standard 4 - Select, analyze, and interpret artistic work for performance Anchor Standard 5 - Develop and refine artistic work for presentation Anchor Standard 6 - Convey meaning through the presentation of artistic work Anchor Standard 7 - Perceive and analyze artistic work Anchor Standard 8 - Interpret intent and meaning in artistic work Anchor Standard 9 - Apply criteria to evaluate artistic work	MU.CR.1.PE.8a - Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. MU.CR.2.PE.8a - Develop melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU.CR.2.PE.8b - Preserve draft compositions and improvisations through audio or video recording and through standard notation (using notation in a manner consistent with the genre and with the appropriate skill connected with the level). MU.CR.3.PE.8a - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively developed criteria.

Anchor Standard 10 - Synthesize and relate knowledge and personal experiences to make art

Anchor Standard 11 - Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

MU.CR.3.PE.8b - Share personally developed melodies and rhythmic passages individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal.

MU.PR.4.PE.8a - Select repertoire to study/perform based on interest, music reading and performing/ technical abilities.

MU.PR.4.PE.8b - Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed.

MU.PR.5.PE.8a - Develop strategies to address technical challenges in a varied repertoire of music.

MU.PR.5.PE.8b - Use feedback from ensemble peers and other sources to refine performances.

MU.PR.6.PE.8a - Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU.PR.6.PE.8b - Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

MU.PR.6.PE.8c - Demonstrate an understanding of the context of the music through prepared performances.

MU.RE.7.PE.8a - Explain reasons for selecting music citing characteristics found in the music

MU.RE.7.PE.8b - Describe how the elements of music are manipulated to inform the response to music.

MU.RE.8.PE.8a - Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

	MU.RE.9.PE.8a - Explain the influence of experiences, analysis, and context on interest in and evaluation of music. MU.CN.10.PE.8a - Identify and explain the roles and impact music plays in one's life and the lives of others. MU.CN.10.PE.8b - Explain reasons for selecting music citing connections to interest, purpose, and context. MU.CN.11.PE.8a - Identify and explain how context can inform the expressive intent and meaning of a musical performance. MU.CN.11.PE.8b - Identify and explain how music is affected by one's knowledge outside the arts (e.g.science, social studies, math, language arts).
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