

Daniel McLaughlin Therrell High School

[Subject Group Overview]

Yearly Planner

SY 2024-2025

Teacher(s)	Allen, Renise		Year - Grade	All Years - All Grades	Subject	
	Name of Course	Mixed Chorus				
Unit #	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Unit length (4 to 8 weeks)	4 weeks	4 weeks	6 Weeks	6 weeks		
Unit title	Intro to Choral Techniques	Fall Concert Unit	Winter Concert Unit	LGPE Unit		
Learner Profile (Select 2)	Balanced Open Minded	Principled Communicator	Thinker Risk Taker			
Key concept (Select only 1-2)	Development	Relationships	Creativity			
Related concept(s) (Select 2-3)	Structure	Interpretation				
Global context + Global context exploration	Personal and Cultural Expression	Personal and Cultural Expression				
Statement of Inquiry <small>Note: must include the Global Context Exploration, Key Concepts & Related Concepts</small>	Through common practices, methods and structure musicians develop the skills needed for successful performances.	From structure in musical systems we find freedom in musical expression				
Current Event or Real Life Connection	Singing as a Cultural Aspect	Singing is relatable. It brings emotions tied to events, people and feelings that can be common with others				



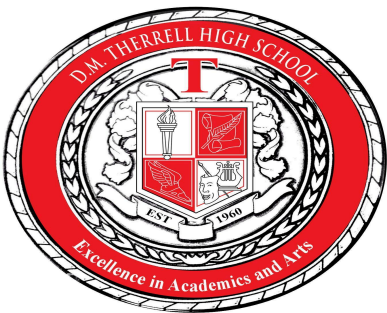
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<div>Inquiry Questions</div> <div><ul style="list-style-type: none">FactualConceptualDebatable</div>	<div>Factual: How does structure and repetition lead to improved musical performance?</div> <div>Conceptual: How does a musician improve without playing?</div> <div>Debatable: Is there such thing as negative practice?</div>	<div>How can experimentation through singing lead to learning the language of music?</div> <div>What are the components of your voice?</div> <div>Why is it Important to build technique with your voice?</div>				
<div>Subject-group objective(s)/ Assessment Criteria</div>	<div>Students can perform a clear and pure tone.</div>	<div>Students can perform with focus . alone and with others to portray an emotion through dynamics and resonance.</div>				
<div>ATL skills + ATL Skill indicators</div>	<div>Affective Skills: Practice dealing with Change</div>	<div>Working effectively with others</div> <div>-Listen actively to other perspectives and ideas</div> <div>-Help others to succeed</div> <div>- Manage and resolve conflict, and work collaboratively in teams</div>				
<div>Content</div> <div><ul style="list-style-type: none">TopicsSkillsKnowledge</div>	<div>Vocal Health</div> <div>Solfège and the Major Scale</div> <div>Rhythm and Composition</div> <div>Critical Listening In Choral Music</div> <div>Focus</div> <div>Be a Respectful Listener</div> <div>Vocal Warm-ups</div> <div>Vocalization and voice placing by voice part (S, A, T, B)</div> <div>Introduction to the major scale and solfège hand signs</div>	<div>Vocal Warm-ups</div> <div>Dynamics, Tempo, Articulations</div> <div>Responding to conducting gesture</div> <div>Introduction to minor and chromatic scale with solfège hand signs</div> <div>Listening Journals: dynamics, tempo, articulation</div> <div>Read and notate stepwise motion and skips on the staff using solfège</div>				



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	<div>Listening journals: genre, tempo, mood</div> <div>Read and notate whole, half, quarter, and paired eighth notes, along with relative rests</div> <div>Echo melodic patterns on solfege</div> <div>Rhythmic improvisation</div> <div>Performer and Audience Etiquette</div>	<div>Rhythmic composition</div> <div>Creating blend, balance, and choral unity</div> <div>Personal connection to repertoire</div> <div>Historical connections to repertoire</div>				
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