

Create
Grade 8 Chorus
Ongoing

Milford Public Schools
Graphic Organizer for Learning Units
Understanding by Design

Goals of Learning	
National Arts Standard(s) Anchor Standard 1: Generate and conceptualize artistic ideas and work (MU:Cr1.1.E.8a) A.) Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. Anchor Standard 2: Organize and develop artistic ideas and work. (MU:Cr2.1.E.8a) A.) Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. Anchor Standard 3: Refine and complete artistic work. (MU:Cr3.1.E.8a) A.) Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria . (MU:Cr3.2.E.8a) A.) Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal.	
Enduring Understanding(s): The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. Musicians' creative choices are influenced by their expertise, context, and expressive intent. Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. Musicians' presentation of creative work is the culmination of a process of creation and communication	Essential Question(s): 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?
Content What they need to know? Rhythm	Skills What they need to be able to do?

• Pitch • Form • Harmony • Conducting basics • Dynamics	• Sing with rhythmic and pitch accuracy (in unison and harmony) • Respond to the conductor's cues • Sing expressively • Sing with varied dynamics • Sing a cappella • Work independently and creatively as a small ensemble using learned vocal techniques
Critical Vocabulary: melody, unison, harmony, conductor, expression, form, rhythm, dynamics, tempo, a cappella	
Evidence of Learning	
Performance Task(s): • Perform and create an original vocal piece in a small ensemble. Piece must have a purposeful 3 part harmony at some point and a sustained harmony during the refrain. The "conductor" must conduct the entire piece including two, or more, dynamic changes and at least one vocal technique cue. The ensemble must respond to these cues.	Other forms of assessment(s): • Audio/visual recordings • Classroom observation • Self/peer feedback and assessment