SUBJECT: Concert Choir	GRADE: 9th-12th - Elective
Unit Title: Fall Semester Spring Semester	**Time Frame:** Continuum Fall Semester (16 weeks) Continuum Spring Semester (16 weeks)

UNIT OVERVIEW

PROCESS REPEATS ON NEW< DIVERSE REPERTOIRE EVERY 16 WEEKS AND CULMINATES WITH A CONCERT EACH SEMESTER

What are the skills needed to read and perform your part?
Why are warm-ups important for a singer?
What elements are considered when critiquing a musical performance?

How do you demonstrate correct posture, breathing, and vocal techniques when singing? How do singers control dynamics, balance, blend and phrasing?
How does a conductor indicate beat, entrances, dynamics, and articulations appropriate to a piece of choral music? What preparations are needed for a successful concert performance?
What is the value in performing choral works from different time periods and cultures and how might they be performed differently?

LRG SKILLS AND DISPOSITIONS	PA STANDARDS
Collaboration & Teamwork S1C In this course 60-85 students must all coordinate and balance their voices together to create diverse styles of music.	9.1.12 Production, performance and exhibition of music 9.2.12 Historical and Cultural context 9.3.12 Critical Responses MENC Standards 1. Singing, alone and with others, a varied repertoire of music. 2. Reading and notating music. 3. Listening to, analyzing and describing music. 4. Evaluating music and music performances. 5. Understanding relationships between music, the other arts, and disciplines outside the arts. 6. Understanding music in relation to history and culture.

COMPETENCIES	LEARNING TARGETS
Perform: I can understand the components that make up the language of music.	**<u>9th:</u>** ● I can analyze personal performance within a rehearsal or performance setting; pre-concert assessment form using 2 musical terms. (K1CHB1E1) ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 2 or more vocal lines (K1CHB1E2) ● I can reflect on personal performance within a rehearsal or performance setting; post-concert assessment form using 2 musical terms. (K1CHB1E3) **<u>10th: - Same codes as 9th grade but change second to last letter to "F"</u>** ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 3 or more vocal lines ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 3 or more vocal lines ● I can reflect on personal performance within a rehearsal or performance setting; post-concert assessment form using 3 musical terms. 11th Same codes as 9th grade but change second to last letter to "G" ● 11th: I can perform my individual part as part of a larger section within an ensemble in a public performance with 4 or more vocal lines ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 4 or more vocal lines ● I can reflect on personal performance within a rehearsal or performance setting; post-concert assessment form using 4 musical terms. **<u>12th: Same codes as 9th grade but change second to last letter to "H"</u>** ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 5 or more vocal lines ● I can perform my individual part as part of a larger section within an ensemble in a public performance with 5 or more vocal lines

	● I can reflect on personal performance within a rehearsal or performance setting; post-concert assessment form using 5 musical terms.
Respond I can respond to ensemble musical characteristics.	**<u>9th</u>**: ● I can sing with a consistent tone quality appropriate to my vocal register within 2 or more vocal lines (K1CHB2E1) ● I can recognize individual intonation and adjust to others in my voice part as (K1CHB2E2) ● well as the ensemble within 2 or more vocal lines (K1CHB2E3) ● I can visually recognize rhythms and apply them through singing in diverse musical contexts within 2 or more vocal lines (K1CHB2E4) ● I can perform with proper vocal technique alone and with others in diverse musical contexts within 2 or more vocal lines (K1CHB2E5) ● I can interpret and perform dynamics, phrasing, style and musicality alone and with others while singing within 2 or more vocal lines (K1CHB2E6) ● I can blend & balance my voice within my section and the larger ensemble within 2 or more vocal lines **<u>10th: same as 9th grade but second to last letter is "F"</u>** ● I can sing with a consistent tone quality appropriate to my vocal register within 3 or more vocal lines ● I can recognize individual intonation and adjust to others in my voice part as well as the ensemble within 3 or more vocal lines ● I can visually recognize rhythms and apply them through singing in diverse musical contexts within 3 or more vocal lines ● I can perform with proper vocal technique alone and with others in diverse musical contexts within 3 or more vocal lines ● I can interpret and perform dynamics, phrasing, style and musicality alone and with others while singing within 3 or more vocal lines ● I can blend & balance my voice within my section and the larger ensemble within 3 or more vocal lines

	<u>11th: same as 9th grade but second to last letter is "G"</u> ● I can recognize individual intonation and adjust to others in my voice part as well as the ensemble within 4 or more vocal lines ● I can visually recognize rhythms and apply them through singing in diverse musical contexts within 4 or more vocal lines ● I can perform with proper vocal technique alone and with others in diverse musical contexts within 4 or more vocal lines ● I can interpret and perform dynamics, phrasing, style and musicality alone and with others while singing within 4 or more vocal lines ● I can blend & balance my voice within my section and the larger ensemble within 4 or more vocal lines **<u>12th same as 9th grade but second to last letter is "H"</u>** ● I can recognize individual intonation and adjust to others in my voice part as well as the ensemble within 5 or more vocal lines ● I can visually recognize rhythms and apply them through singing in diverse musical contexts within 5 or more vocal lines ● I can perform with proper vocal technique alone and with others in diverse musical contexts within 5 or more vocal lines ● I can interpret and perform dynamics, phrasing, style and musicality alone and with others while singing within 5 or more vocal lines ● I can blend & balance my voice within my section and the larger ensemble within 5 or more vocal lines

Create I can understand the components that make up the language of music	**<u>9th</u>** ● I can identify the tonality/key center/ "do" of the written music both visually & aurally. within 2 or more vocal lines (K1CHB3E1) ● I can identify and perform musical articulations, syllabifications, and breath markings in the written music within 2 or more vocal lines (K1CHB3E2) ● I can identify meters and perform beat groupings in both simple and compound meters within 2 or more vocal lines (K1CHB3E4) ● I can process and perform rhythmic durations of notes and rests including counting, dividing and subdividing beats within 2 or more vocal lines (K1CHB3E5) ● I can respond to dynamics, tempos, expression markings and form in the language of music within 2 or more vocal lines (K1CHB3E6) ● I can name pitches on the staff in treble and bass clefs within 2 or more vocal lines within 2 or more vocal lines (K1CHB3E7) ● I can use solfeggio within 2 or more vocal lines (K1CHB3E4) **<u>10th same as 9th grade but second to last letter is "F"</u>** ● I can identify the tonality/key center/ "do" of the written music both visually & aurally. within 3 or more vocal lines ● I can identify and perform musical articulations, syllabifications, and breath markings in the written music within 3 or more vocal lines ● I can identify meters and perform beat groupings in both simple and compound meters within 3 or more vocal lines ● I can process and perform rhythmic durations of notes and rests including counting, dividing and subdividing beats within 3 or more vocal lines ● I can respond to dynamics, tempos, expression markings and form in the language of music within 3 or more vocal lines ● I can name pitches on the staff in treble and bass clefs within 3 or more vocal lines ● I can use solfeggio within 3 or more vocal lines

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Connect I can connect in a meaningful way to choral repertoire	**<u>9th</u>** ● I can respond appropriately to the gestures of a conductor within 2 or more vocal lines (K1CHB4E1) ● I can respond to the meaning of the texts both in English and in other languages within 2 or more vocal lines (K1CHB4E2) ● I can respond to music from diverse cultures and time periods in a

	meaningful way within 2 or more vocal lines (K1CHB4E3) ● I can respond with empathy and respect when learning and performing music of diverse times, places and cultures within 2 or more vocal lines (K1CHB4E4) **<u>10th same as 9th grade but second to last letter is "F"</u>** ● I can respond appropriately to the gestures of a conductor within 3 or more vocal lines I can respond to the meaning of the texts both in English and in other languages within 3 or more vocal lines ● I can respond to music from diverse cultures and time periods in a meaningful way within 3 or more vocal lines ● I can respond with empathy and respect when learning and performing music of diverse times, places and cultures within 3 or more vocal lines **<u>11th same as 9th grade but second to last letter is "G"</u>** ● I can respond appropriately to the gestures of a conductor within 4 or more vocal lines I can respond to the meaning of the texts both in English and in other languages within 4 or more vocal lines ● I can respond to music from diverse cultures and time periods in a meaningful way within 4 or more vocal lines ● I can respond with empathy and respect when learning and performing music of diverse times, places and cultures within 4 or more vocal lines **<u>12th same as 9th grade but second to last letter is "H"</u>** ● I can respond appropriately to the gestures of a conductor within 5 or more vocal lines I can respond to the meaning of the texts both in English and in other languages within 5 or more vocal lines ● I can respond to music from diverse cultures and time periods in a meaningful way within 5 or more vocal lines ● I can respond with empathy and respect when learning and performing music of diverse times, places and cultures within 5 or more vocal lines