

Goals of Learning	
<p>National Arts Standard(s)</p> <p>Anchor Standard 4: Analyze the structure and context of varied musical works and their implications for performance. (MU:Pr4.2.5a) – Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.</p> <p>Anchor Standard 5: - Evaluate and refine personal and ensemble performances, individually or in collaboration with others. (MU:Pr5.1.4a) - Apply teacher-provided and established criteria and feedback to evaluated the accuracy and expressiveness of ensemble and personal performances.</p> <p>Anchor Standard 6: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (MU:Pr6.1.5a) - Perform music, alone or with othiers, with expression, technical accuracy and appropriate interpretation.</p>	
<p>Enduring Understanding(s)</p> <p>Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</p> <p>To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>Musicians judge performance based on criteria that vary across time, place, and cultures</p>	<p>Essential Question(s):</p> <p>How does understanding the structure and context of musical works inform performance?</p> <p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present?</p>
<p>Content</p> <p>What they need to know?</p> <ul style="list-style-type: none"> • Vocal techniques • The elements of music • Musical symbols including rhythmic notation • Solfege syllables (pentatonic) • Time signatures (2/4, 3/4, 6/8, 4/4) • How to follow their vocal part 	<p>Skills</p> <p>What they need to be able to do?</p> <ul style="list-style-type: none"> • Sing accurately with good breath control, expression and technical accuracy) • Sing music in unison/harmony • Respond to the cues of a conductor • Recognize musical symbols • Follow their vocal part

Critical Vocabulary: Posture, breath support, tone quality, diction, Solfege, voice parts, dynamics, expression pitch, rhythm, meter, tempo, melody, harmony, accompaniment, a cappella, form

Evidence of Learning

Performance Task(s):

- Performing in solos/small groups in class a varied repertoire of rhythmic and melodic patterns
- Perform at Winter and Spring Concerts

Other forms of assessment(s):

- Observations
- Informal checks for understanding
- Dialogues and discussion
- Group performance
- Self/Peer Assessment