

Content Area: Honors A Cappella Choir (EssenCe)- CJHS

Grade: 7-8

Unit	Enduring Understandings	Essential Questions	Objectives	Skills
1- Rhythm and Expression	<p>ENSEMBLE ANCHOR STANDARD 3 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>ENSEMBLE ANCHOR STANDARD 4 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</p>	<p>How do musicians improve the quality of their creative work?</p> <p>How do performers select repertoire?</p>	<p>Developing and refining techniques and models or steps needed to create products.</p> <p>Synthesizing and relating knowledge and personal experiences to create products. Students will know and remember concepts of rhythm to apply to practice.</p> <p>Students will begin to perform songs from their vocal scores, supplied in class.</p> <p>Students will further develop and understand more complex rhythm as we continue to go further into the course.</p>	<p>This unit is a review of the theory of rhythm and rhythm structure learned in their prerequisite courses. Students will have plenty of reinforcement activity both individually and in groups, as these concepts will be the base of everything learned in application to score-reading in class performance.</p> <p>Students will review the definition of rhythm and steady beat, and how the two are presented in a music setting. Students will begin with quarter notes and rests as the starting point, and then practice and perform through percussive methods (clapping/tapping) and then applying to formal piano music.</p> <p>Students discover and explore rhythmic structure: time signatures, measures, bar lines, and double-bars.</p>

				From then on, students are introduced to other rhythmic values as new music is learned.
2- Pitch and Keyboard Layout	<p>ENSEMBLE ANCHOR STANDARD 1 Students will understand that: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>ENSEMBLE ANCHOR STANDARD 2 Students will understand that: Musicians' creative choices are influenced by their expertise, context and expressive intent.</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p>	<p>Developing and refining techniques and models or steps needed to create products.</p> <p>Synthesizing and relating knowledge and personal experiences to create products.</p>	<p>This unit is a review of the theory of pitch and keyboard learned in their prerequisite courses. Students will have plenty of reinforcement activity both individually and in groups, as these concepts will be the base of everything learned afterwards regarding piano performance.</p> <p>Students will review the definition of pitch and how it is presented in a music setting. Students will discover the names of natural tones, their placement on a staff, and Treble and Bass clefs. From there, students will identify natural tones on a grand staff.</p> <p>For the keyboard portion, students will recreate the keyboard layout and then derive the natural tones in their places on the keyboard. Moving on, students will discover and label the accidental keys (sharps and flats) and their precise names.</p>

<p>3- Advanced Theory</p>	<p>ENSEMBLE ANCHOR STANDARD 1 Students will understand that: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>ENSEMBLE ANCHOR STANDARD 2 Students will understand that: Musicians' creative choices are influenced by their expertise, context and expressive intent.</p>	<p>How do musicians generate creative ideas?</p> <p>How do musicians make creative decisions?</p>	<p>Developing and refining techniques and models or steps needed to create products.</p> <p>Synthesizing and relating knowledge and personal experiences to create products.</p>	<p>A deeper level of theory that dives into concepts emphasized in more challenging vocal repertoire, such as chords, scales, intervals, chord quality, key signature, and major/minor modes and interpretations.</p> <p>Students in this advanced unit will begin with exploring the Kurwen hand signs for Do-Re-Mi-Fa-So-La-Ti-Do and applying them to their vocal technique, blend, and musicality. From there, students will gain knowledge of major scales, how they're labeled on a staff, and how they're shown and played on a keyboard instrument. After practice and application, students will then learn about and discuss major/minor quality and how they and their impacts differ.</p> <p>From that, students will explore open and block chords and discover chord qualities and how they impact music along with lyrical content. Key signatures lock into place these chords and scalar patterns used in music, and we can then derive accidentals from the key signatures and how they impact music notation</p>
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<p>4- Expression: Dynamics, Tempo, Articulation and Impact</p>	<p>ENSEMBLE ANCHOR STANDARD 2 Students will understand that: Musicians' creative choices are influenced by their expertise, context and expressive intent.</p> <p>ENSEMBLE ANCHOR STANDARD 8 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</p> <p>ENSEMBLE ANCHOR STANDARD 9 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</p>	<p>ANCHOR STANDARD 2 How do musicians make creative decisions?</p> <p>ANCHOR STANDARD 8 How do we judge the quality of musical work(s) and performance(s)?</p> <p>ANCHOR STANDARD 9 How do we discern the musical creators' and performers' expressive intent?</p>	<p>Organizing and developing ideas.</p> <p>Applying criteria to evaluate products.</p> <p>Interpreting intent and meaning.</p>	<p>Students will discover through listening responses and through discussion the various dynamic and tempo expressions available and used throughout music literature, and the impact each has in its own style. Students will identify these expressive marking and apply them to practice/performance on the instrument.</p> <p>Additionally, students will delve into articulation and the impact it has on performed music. Students will emphasize the importance of written articulation, be able to identify and notate them in the choral scores, and interpret their impact on the song.</p>
<p>5- Vocal Technique</p>	<p>ENSEMBLE ANCHOR STANDARD 5 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>ENSEMBLE ANCHOR STANDARD 7 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context</p>	<p>How do musicians improve the quality of their performance?</p> <p>How do individuals choose music to experience?</p> <p>How does understanding the structure and context of music inform a response?</p>	<p>Demonstrate proper seated and standing vertical alignment via verbal and non verbal cues from both the director and student initiation.</p> <p>Demonstrate quality posture while accommodating the use of a folder in rehearsal and performance settings.</p> <p>Ability to apply and describe proper diaphragmatic breathing for singing.</p>	<p>Students will be able to gain knowledge of their own unique vocal instrument, how to connect it via breath technique and support, proper poise and body posture for our instrument, and now to optimize their sound for each varied musical style.</p> <p>Students will develop an understanding of how their internal instrument works and</p>

	(e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.		Produce a tone that may or may not include vibrato as it can and should not be fully voluntarily elicited.	the muscle memory and practice that goes into improving and perfecting the steps it takes within the parameters of different musical styles.
6- Performance Practice and Context of Performance	<p>ENSEMBLE ANCHOR STANDARD 5 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>ENSEMBLE ANCHOR STANDARD 6 Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence audience response.</p> <p>ENSEMBLE ANCHOR STANDARD 7 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.</p> <p>ENSEMBLE ANCHOR STANDARD 10 Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p>	<p>How do musicians improve the quality of their performance?</p> <p>When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p> <p>How do individuals choose music to experience? How does understanding the structure and context of music inform a response?</p> <p>How do musicians make meaningful connections to creating, performing, and responding?</p>	<p>Students will explore the performance aspect of music the process/steps taken to take a song and develop it into live performance through understanding of theory, rhythm, expressive qualities, lyrical impact, and musicality.</p> <p>Students will develop critical and quick thinking skills through practice and how to make the most of their opportunities within their given parameters.</p>	<p>Students apply all knowledge gained (and still learning throughout) involving concepts of theory (pitch, rhythm, expression) as well as vocal techniques and breathing/breath support to create a performance of music, not just in basic recitation of notes and lyrics, but with musicality and impact.</p> <p>Students will evaluate their performances using vocabulary of learned technique and will work together with the conductor to take notes and make necessary adjustments in optimization of the performance.</p>

<p>7- Sight Singing</p>	<p>ENSEMBLE ANCHOR STANDARD 1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</p> <p>ENSEMBLE ANCHOR STANDARD 3 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</p> <p>ENSEMBLE ANCHOR STANDARD 5 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>How do musicians generate creative ideas?</p> <p>How do musicians improve the quality of their creative work?</p> <p>How do musicians improve the quality of their performance?</p>	<p>Students will explore the performance aspect of music the process/steps taken to take a song and develop it into live performance through understanding of theory, rhythm, expressive qualities, lyrical impact, and musicality.</p> <p>Students will develop critical and quick thinking skills through practice and how to make the most of their opportunities within their given parameters.</p>	<p>Students will improve their ability to sight-read through practice and with a deeper understanding of the theory concepts practiced in above units. The more students understand the theory and expression through practice and through exposure to lots of vocal scores, students will begin to develop unique techniques for sight-reading that will help them in future performances.</p>
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