

<b>Content:</b> Beginning Chorus	<b>Grade or Course:</b> 5	<b>Date Developed:</b> 7/21/2020
<p><b>Overview:</b> Designed for students in grade 5 as in introductory experience in ensemble music through singing. No singing or reading of music experience necessary.</p> <p>This chorus is unison and 2-part voicing with treble voices and will meet periodically throughout the year (depending on scheduling). All grade 5 students participate in a winter community performance. In the spring the class becomes an elective for interested students.</p> <p>Students will work to develop their singing voice and ensemble skills through active listening, singing unison, partner songs, rounds, and choral arrangements.</p> <p>Students will work to build individual music skills such as: learning to read and follow along in the music, ear training, musical vocabulary, conducting, rhythm, solfege, major scales, vowel production, following a conductor, and patchem rhythms.</p>		
<p><b>Essential Questions:</b>          What are the components of a beautiful singing sound?          What is a choral score and how do I follow along with the music?          What is vocalise and how do I regularly care for the voice (my human built in instrument)?          How does my sound fit into the larger group sound to blend and create harmony?          What are the elements that make performers of music Performance Ready?</p>		
<p><b><u>EO's addressed to proficiency level:</u></b></p> <p><b>Disciplinary Literacy</b>          -Translate musical notation and terminology into sound</p> <p><b>Creation, Performance, Expression</b>          -Perform varied repertoire of genres and cultures          -Demonstrates proper technique and expression</p> <p><b>Aesthetics and Criticism</b>          -Reflect on one's own musical performance</p> <p><b>Connections</b>          -Set goals related to time management, interpersonal interaction, collaboration and skill development that will lead to musical success</p>		

**Standards:**

**MU:Cr3.2.5** Present the final version of personal created music to others that demonstrates craftsmanship, and explain connection to expressive intent.

**MU:Pr4.2.5**

a. Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

**MU:Pr4.3.5**

Demonstrate and explain how intent is conveyed through interpretive decisions and expressive qualities (such as dynamics, tempo, timbre, and articulation/style).

a. Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performances.

b. Rehearse to refine technical accuracy and expressive qualities to address challenges, and show improvement over time.

**MU:Pr6.1.5**

a. Perform music, alone or with others, with expression, technical accuracy, and appropriate interpretation.

b. Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

**MU:Re8.1.5**

Demonstrate and explain how the expressive qualities (such as dynamics, tempo, timbre, and articulation) are used in performers' and personal interpretations to reflect expressive intent.

**Units:**

Introduction to Choral Singing and Beautiful Vocal Sound

Rehearsals & Community Performance

**Assessments:**

Solfege and Eurhythmics Rehearsal Performance

Teacher Generated Music literacy Assessments

Concert and Community Performances

Self Reflections and Class Discussions