

<b>Content:</b> Chorus	<b>Grade or Course:</b> 6	<b>Date Developed:</b> 7/21/2020
<p><b>Overview:</b> Designed for students with a basic understanding of reading music with some chorus experience or another musical background. This is a 2/3-part ensemble with treble/ mixed voices. Chorus is a vocal ensemble where students will build independent vocal skills and learn to collaborate musically with others.</p> <p>They will focus on developing vocal technique, improve music literacy skills and ear training skills, enhance understanding of musical terminology, work towards performances, learn to follow a conductor, listen to one another, and will participate as an important member of the group.</p> <p>Students will work on: ear training, sight reading, musical vocabulary, score marking, rhythm, solfege, ensemble techniques, conducting, music literacy, part reading, active listening, partner songs, rounds, patchem patterns, and choral works.</p>		
<p><b>Essential Questions:</b> How do we practice and prepare for a musical performance? How do I remain on my vocal part while I listen and blend to alternate harmonies? What is proper audience etiquette look like and when asked to play the role of audience member, can I myself demonstrate understanding? How can solfege and eurhythmics help me understand and learn music?</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 -Translate sound into musical notation and terminology</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 -Evaluate and critique musical performances of others</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:**

Harmony and finding your voice in 3 Part Choral Singing

Reading, Caring for, and Marking your Choral Score

Vocalize: Developing vocal range, vocal skills and ear training skills

Concert Preparation, Performance, and Reflections

**Assessments:**

Solfege and Eurhythmics Rehearsal Performance

Teacher Generated Music literacy Assessments

Concert and Community Performances

Self Reflections and Class Discussions