

Visual and Performing Arts: Performing Arts
Music: Choral Music (Anchor Standards #4)
Unit 1: Analyze

Essential Understandings	<ul style="list-style-type: none"> ▪ Creators' context and how one manipulates elements of music provides insight into intent and informs performance.
Essential Questions	<ul style="list-style-type: none"> ▪ How does understanding the structure and context of musical works inform performance?
Essential Knowledge	<ul style="list-style-type: none"> ▪ Musicians analyze the structure of music to better understand and perform it. ▪ Musicians understand the impact of history and culture on repertoire. ▪ Musicians perform repertoire that is part of aural tradition, written and/or improvised. ▪ Musicians use music vocabulary to analyze and describe music.
Vocabulary	<ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Genre, type, style, historical context, purpose, sight sing, rhythms, improvise, analyze, modes, major, minor, scale, key signature, circle of fifths, scat, blues, 12 bar blues, chord changes, harmonize, bass line, countermelody, descant, soprano, alto, baritone, tenor, bass
Essential Skills	<ul style="list-style-type: none"> ▪ Communicate theoretical and structural aspects of musical works. ▪ Interpret symbols and terms encountered in notated music using music vocabulary accurately and appropriately. ▪ Explain history and culture and its influence in a prepared and/or improvised composition. ▪ Demonstrate an understanding of mode through technical use of scales independently and within a prepared and/or improvised composition.

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Maine Learning Results Standards	<p>A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.</p> <p>A2. Notation and Terminology: Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.</p> <ul style="list-style-type: none">a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, 3/4, 4/4, 6/8 and 3/8 meter signatures.b. Read simple melodies in both the treble and bass clef.c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. <p>A3. Listening and Describing: Students listen to and compare elements of music, including pitch, rhythm, tempo, dynamics, form, timbre, texture, harmony, style, and compound meter.</p> <p>B. Creation, Performance, and Expression – Students create, perform, and express through the art discipline.</p> <p>B2. Composition: Students compare musical ideas expressed in their own compositions or the compositions of others.</p> <p>C. Creative Problem Solving – Students approach artistic problem-solving using multiple solutions and the creative process.</p> <p>C1. Application of Creative Process: Students describe and apply creative-thinking skills that are part of the creative-problem-solving process.</p> <ul style="list-style-type: none">a. Fluencye. Analysis <p>D. Aesthetics and Criticism – Students describe and analyze, interpret, and evaluate music.</p> <p>D1. Aesthetics and Criticism: Students compare and analyze art forms.</p> <ul style="list-style-type: none">a. Compare and analyze art forms by applying grade span appropriate concepts, vocabulary skills, and processes as reference in Standard A: Disciplinary Literacy.b. Compare the quality and effectiveness of art works using multiple criteria from observations, print and/or non-print resources.c. Compare the effectiveness of selected media, technique, and processes in communicating ideas.
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National Core Arts Standards	<p>d. Explain and compare different purposes of artists and art work in the context of time and place.</p> <p>E. Visual and Performing Arts Connections – Students understand the relationship among the arts, history and world culture; and they make connections among the arts to other disciplines, to goal-setting, and to interpersonal interaction.</p> <p>E1. The Arts and History and World Cultures: Students compare products of the visual/performing arts to understand history and/or world cultures.</p> <p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances</p> <p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances</p> <p>MU:Pr4.2.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances</p> <p>MU:Pr4.2.E.IIa Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.</p> <p>MU:Pr4.2.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.</p>
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Sample Lessons And Activities	<ul style="list-style-type: none">• Sight singing activities as warm-ups, within repertoire, in individual portfolios, as audition requirements, as festival requirements• Sing-backs, call and response• Rhythm reading activities as warm-ups, within repertoire, in individual portfolios, as audition requirements, as festival requirements, rhythm echoes, rhythm games, use of technology for rhythm activities• Scales as warm-ups, within repertoire, in individual portfolios, as audition requirements, as festival requirements, recognition of scale passages and their use in music selections, understanding the scale, key signatures, circle of fifths, use of the scale in modality• Improvisation as warm-ups, within repertoire, as aural and visual examples, as exercises• Analyzing form in repertoire within the ensemble rehearsal and as part of personal practice• Listening to aural and visual examples of diverse style, genre and cultural repertoire• Creating a repertoire that is diverse in genre, style and culture as ensemble and individuals• Singing in the aural tradition															
Sample Classroom Assessment Methods	<div>COMMON ANCHOR #4: SELECT, ANALYZE, AND INTERPRET ARTISTIC WORK FOR PRESENTATION</div> <div>Perform Repertoire: Analyze the structure and context of varied musical works and their implications for performance</div> <table><tr><td>NOVICE</td><td>INTERMEDIATE</td><td>PROFICIENT</td><td>ACCOMPLISHED</td><td>ADVANCED</td></tr><tr><td>I can sight sing pitch at a level 1</td><td>I can sight sing pitch at a level 2</td><td>I can sight sing pitch at a level 3</td><td>I can sight sing pitch at a level 4</td><td>I can sight sing pitch at a level 5 or higher</td></tr><tr><td>I can sight read rhythm at a level 1</td><td>I can sight read rhythm at a level 2</td><td>I can sight read rhythm at a level 3</td><td>I can sight read rhythm at a level 4</td><td>I can sight read rhythm at a level 5 or higher</td></tr></table>	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED	I can sight sing pitch at a level 1	I can sight sing pitch at a level 2	I can sight sing pitch at a level 3	I can sight sing pitch at a level 4	I can sight sing pitch at a level 5 or higher	I can sight read rhythm at a level 1	I can sight read rhythm at a level 2	I can sight read rhythm at a level 3	I can sight read rhythm at a level 4	I can sight read rhythm at a level 5 or higher
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	I can sing a major scale, using correct syllables, ascending and descending, in tune	I can sing a major scale using correct syllables, ascending and descending, in tune, with correct vocal placement and rounded vowel shapes, and recognize and use major scales in the performance of music	I can sing in tune a natural minor scale, using correct syllables, ascending and descending, with correct vocal placement and rounded vowel shapes, and recognize and use natural minor scales in the performance of music	I can sing in tune, recognize and use harmonic and melodic scales using correct syllables, ascending and descending, with correct vocal placement and vowel shapes in the performance of music	I can sing in tune, recognize and use modal scales, using correct syllables, with correct vocal placement and vowel shapes in the performance of music
	I can improvise on a pentatonic scale using neutral syllables and simple rhythms	I can improvise using a blues scale using scat syllables and simple rhythms	I can improvise over a 12 bar blues, hearing chord changes, using scat syllables and intermediate rhythms	I can improvise in any given jazz composition, using chord changes correctly and complex scat syllables and rhythms	I can analyze and recognize modal jazz scales and multiple jazz styles and use this knowledge in improvisation with complex scat syllables and rhythms
	I can recognize form in music	I can recognize and use form in music, understanding the historic and cultural context of the composition	I can recognize and use form in music to support the needs of the ensemble, recognizing the historical and cultural significance	I can analyze form in music and discuss its importance in any given composition using correct vocabulary, and relating to historical and cultural context	I can create form that is accurate to the style and genre of a specific composition and evaluate and critique a prepared or improvised

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			of music composition in style and genre and the impact on performance	and the impact on prepared and improvised performance	performance using correct vocabulary and relating to historical and cultural context
	I can discuss basic form and structure (call and response, ABA, verse/refrain, theme and variation) using appropriate music vocabulary and apply it to my performance	I can discuss basic form and structure (call and response, ABA, verse/refrain, theme and variation) using appropriate music vocabulary and also apply historical context to my performance	I can analyze and discuss complex form (symphonic form, suite, program music, cantata, parts of the mass) and apply correct historical and stylistic context to my performance	I can analyze and discuss complex form and demonstrate and discuss how it may or may not impact historical and stylistic context to my performance	I can critique my own and other performances using appropriate music vocabulary, demonstrating knowledge of complex form and structure and referencing stylistic and historical influence and culture within the prepared and improvised performance.
Sample Resources	<p>▪ <u>Other Resources:</u> Sight singing resources – Hank Beebe sight singing, Hal Leonard Choral Music Sight Singing, Kodaly Hand Signs, MMEA District III, teacher developed exercises Rhythm resources – Gordon method (ta, ti-ti), teacher developed exercises Smart Music Scales –Kodaly hand signs, warm-ups</p> <p>Improvising – Method book, creating space to improvise, selecting repertoire that supports improvisation, vocal jazz ensemble, technology, aural and visual examples of improvisation, improvisational exercises, knowledge of improvisation in vocal music in regard to style, genre and culture Technology resources – laptops, ipads, sound system, projector, apple TV BJHS Choral library</p>				

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	Visual samples of form and structure History of music resources Cultural music samples and resources
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