

**Visual and Performing Arts: Performing Arts**  
**Music: Choral Music (Anchor Standards #6)**  
**Unit 3: Presentation**

<b>Essential Understandings</b>	<ul style="list-style-type: none"> <li>▪ Musicians judge performance based on criteria that vary across time, place and cultures.</li> <li>▪ The context and how a work is presented influences the audience response.</li> </ul>
<b>Essential Questions</b>	<ul style="list-style-type: none"> <li>▪ When is a performance judged ready to present?</li> <li>▪ How do context and the manner in which musical work is presented influence audience response?</li> </ul>
<b>Essential Knowledge</b>	<ul style="list-style-type: none"> <li>▪ Musicians perform to convey the composer's intent.</li> <li>▪ Performances reflect the interpretation of the artist/ensemble.</li> <li>▪ Performances exhibit qualities of style, genre, culture and history.</li> <li>▪ Quality performances demonstrate expressiveness and technical accuracy.</li> <li>▪ Musicians perform appropriately for the nature of the audience and the context (venue and purpose) of the performance.</li> <li>▪ Quality performance includes effective stage presence (etiquette, attire, behavior) and staging (lighting, sound, seating, visuals, etc.).</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>▪ <u>Terms:</u> <ul style="list-style-type: none"> <li>○ Concert, engaging, responding, genre, style, culture, history, concert etiquette, concert attire, concert behavior</li> </ul> </li> </ul>
<b>Essential Skills</b>	<ul style="list-style-type: none"> <li>▪ Convey composer's intent.</li> <li>▪ Interpret symbols both as an individual and to support the ensemble.</li> <li>▪ Exhibit standards of accurate and appropriate style, genre, culture and history.</li> <li>▪ Demonstrate expressive and technical accuracy.</li> <li>▪ Perform appropriately for the nature of the audience and context.</li> <li>▪ Include effective stage presence and staging.</li> <li>▪ Engage the audience in the performance.</li> <li>▪ Respond to the audience through performance.</li> <li>▪ Connect to the audience during performance.</li> </ul>

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<b>Maine Learning Results Standards</b>	<p>A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.</p> <p>A1. Music Difficulty: Students accurately perform music that includes changes of tempo, key, and meter in modest ranges with moderate technical demands, modeling proper posture and technique, alone or with others.</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"><li>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.</li><li>b. Read simple melodies in both the treble and bass clef.</li><li>c. Apply notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li></ul> <p>B. Creation, Performance, and Expression – Students create, perform, and express through the art discipline.</p> <p>B1. Style/Genre: Students perform music of various styles and genres that includes changes of tempo, key, and meter in modest ranges with moderate technical demands accurately applying the accumulated knowledge and skills of: proper posture and technique; musical notation; symbols; and terminology.</p> <p>B2. Composition: Students compare musical ideas expressed in their own compositions or the compositions of others.</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>E2. The Arts and Other Disciplines: Students explain skills and concepts that are similar across disciplines.</p> <p>E3. Setting: Students set goals related to time management,</p>
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<p><b>National Core Arts Standards</b></p>	<p>interpersonal interactions, or skill development that will lead to success in the arts.</p> <p>E4. Impact of the Arts on Lifestyle and Career: Students explain the impact of artistic and career choices on self, others, and the natural and man-made environment.</p> <p>E5. Interpersonal Skills: Students demonstrate positive interpersonal skills and analyze how interpersonal skills affect participation in the arts.</p> <ul style="list-style-type: none"> <li>a. Getting along with others.</li> <li>b. Respecting differences.</li> <li>c. Working as a team/ensemble.</li> <li>d. Managing conflict.</li> <li>e. Accepting/giving/using constructive feedback.</li> <li>f. Accepting responsibility for personal behavior.</li> <li>g. Demonstrating ethical behavior.</li> <li>h. Following established rules/etiquette for observing/listening to art.</li> <li>i. Demonstrating safe behavior.</li> </ul> <p><b>MU.Pr6.1.E.5a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music</p> <p><b>MU.Pr6.1.E.8a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing different cultures</p> <p><b>MU.Pr6.1.E.1a</b> Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres</p> <p><b>MU.Pr6.1.E.1a</b> Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods</p> <p><b>MU.Cr6.1.E.1a</b> Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles</p> <p><b>MU.Pr6.1.E.5b</b> Demonstrate an awareness of the context of the music through prepared and improvised performances</p> <p><b>MU.Pr6.1.E.5b</b> Demonstrate an understanding of the context of the music through prepared and improvised performances</p>
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	<p><b>MU:Pr6.1.E.Ib</b> Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances</p> <p><b>MU:Pr6.1.E.IIb</b> Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances</p> <p><b>MU:Pr6.1.E.IIIb</b> Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances</p>
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<b>Sample Lessons And Activities</b>	<ul style="list-style-type: none"><li>• Concerts</li><li>• Ensemble concerts</li><li>• Festivals</li><li>• Residencies</li><li>• Assemblies</li><li>• Field trips</li><li>• Assemblies</li><li>• Solo opportunities – BJHS Husky Howl, community events</li><li>• Technology communication – Skype, Facetime, and other collaboration</li></ul>										
<b>Sample Classroom Assessment Methods</b>	<div>COMMON CORE ANCHOR STANDARD #6: CONVEY MEANING THROUGH THE PRESENTATION OF ARTISTIC WORK</div> <div>Perform Repertoire: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</div> <table><tr><th>NOVICE</th><th>INTERMEDIATE</th><th>PROFICIENT</th><th>ACCOMPLISHED</th><th>ADVANCED</th></tr><tr><td>I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in a varied repertoire of music</td><td>I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture and style in a varied repertoire of music</td><td>I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style and genre in a varied repertoire of music</td><td>I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music</td><td>I can demonstrate my/ensemble interpretation and mastery of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music in multiple</td></tr></table>	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture and style in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style and genre in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music	I can demonstrate my/ensemble interpretation and mastery of technical accuracy and expressive qualities as intended by the composer in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music in multiple
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					types of ensembles
	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities through improvisation in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities through improvisation in the appropriate standard for culture and style in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities through improvisation in the appropriate standard for culture, style, and genre in a varied repertoire of music	I can demonstrate my/ensemble interpretation of technical accuracy and expressive qualities through improvisation in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music	I can demonstrate my/ensemble interpretation and mastery of technical accuracy and expressive qualities through improvisation in the appropriate standard for culture, style, genre and historical periods in a varied repertoire of music in multiple types of ensembles
	I can demonstrate an awareness of the environment that surrounds music, influences understanding, provides meaning in a prepared performance	I can demonstrate an understanding of the environment that surrounds music, influences understanding, provides meaning in a prepared performance	I can demonstrate an understanding of expressive intent by connecting with an audience in a prepared performance	I can demonstrate an understanding of intent as a means for connecting with an audience in a prepared performance	I can demonstrate an ability to connect with an audience, engaging the audience during performance, and responding to them before and during a prepared performance

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	I can demonstrate an awareness of the environment that surrounds music, influences understanding, provides meaning in an improvised performance	I can demonstrate an understanding of the environment that surrounds music, influences understanding, provides meaning in an improvised performance	I can demonstrate an understanding of expressive intent by connecting with an audience in an improvised performance	I can demonstrate an understanding of intent as a means for connecting with an audience in an improvised performance	I can demonstrate an ability to connect with an audience, engaging the audience during performance, and responding to them before and during an improvised performance
<b>Sample Resources</b>	<ul style="list-style-type: none"> <li>Other Resources:                             Varied repertoire of music                             Festival opportunities                             MMEA District III, Allstate, Nationals                             Technology – Skype, Facetime                             Residency opportunity                             Community connections                             Field trips                         </li> </ul>				