

Visual and Performing Arts: Performing Arts
Music: Choral Music (Anchor Standards #5)
Unit 4: Rehearse, Evaluate and Refine

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| Essential Understandings | <ul style="list-style-type: none"> ▪ To express musical ideas, musicians analyze, evaluate, and refine performance over time through openness to new ideas, persistence, and the application of appropriate criteria. |
| Essential Questions | <ul style="list-style-type: none"> ▪ How do musicians improve the quality of their performance? |
| Essential Knowledge | <ul style="list-style-type: none"> ▪ Musicians rehearse as individuals and in chosen ensembles to improve the quality of their performance. ▪ Musicians use self-evaluation and peer evaluation based on specific given and developed criteria to improve the quality of solo and ensemble performance. ▪ Musicians use evaluation tools to improve the quality of solo and ensemble performance. ▪ Performance improves with consistent rehearsal time and consistent attention to technique. ▪ Musicians analyze repertoire and apply and refine this knowledge through rehearsal. |
| Vocabulary | <ul style="list-style-type: none"> ▪ <u>Terms:</u> <ul style="list-style-type: none"> ○ Rehearse, technique, rehearsal strategies, self-evaluation, peer evaluation, think/pair/share, exit slip, criteria, refine, evaluate |
| Essential Skills | <ul style="list-style-type: none"> ▪ Apply appropriate criteria to evaluate the accuracy, expressiveness and effectiveness of personal or ensemble performances ▪ Identify and apply appropriate strategies to overcome performance challenges and implement interpretation ▪ Seek collaboration ▪ Collaborate and apply others' feedback in the refinement of performance ▪ Use music vocabulary accurately and appropriately ▪ Develop appropriate outcomes and techniques specific to the instrument or voice used in a quality performance ▪ Plan rehearsal strategies for developing and refining artistic techniques for performance ▪ Identify and overcome musical challenges through rehearsal ▪ Connect with audience members before, engaging with and responding to them through performance |

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| <p>Maine Learning Results Standards</p> | <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>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. d. Explain and compare different purposes of artists and art work in the context of time and place. <p>E3. Setting: Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.</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"> a. Getting along with others. b. Respecting differences. c. Working as a team/ensemble. d. Managing conflict. e. Accepting/giving/using constructive feedback. f. Accepting responsibility for personal behavior. g. Demonstrating ethical behavior. h. Following established rules/etiquette for observing/listening to art. i. Demonstrating safe behavior. |
| <p>And National Core Arts Standards</p> | <p>MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music</p> <p>MU:Pr5.3.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances</p> <p>MU:Pr5.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback</p> |

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| | <p>from ensemble peers and other sources to refine performances.</p> <p>MU:Pr5.3. Ila Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success</p> <p>MU:Pr5.3.E.Ila Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music</p> |
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| Sample Lessons And Activities | <ul style="list-style-type: none">• Concert self-assessments• Exit slips• Think/pair/share• Portfolio benchmark submission and feedback• SmartMusic software• Practice strategies and tracking• Rehearsal strategies• Section leaders• Student conductors• Student led ensembles• Student solo development• Record/watch/evaluate• Tutorials/sectionals/small group rehearsals• Full and consistent ensemble rehearsal strategies e.g., warm-ups, rehearse repertoire, range builders, technical resources, appropriate repertoire, varied repertoire | | | | | | | | | | | | | | |
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| Sample Classroom Assessment Methods | <p>COMMON CORE ANCHOR STANDARD #5: DEVELOP AND REFINE ARTISTIC TECHNIQUES AND WORK FOR PRESENTATION</p> <p>Perform Repertoire: Evaluate and refine personal and ensemble performance, individually or in collaboration with others</p> <table><tr><th>NOVICE</th><th>INTERMEDIATE</th><th>PROFICIENT</th><th>ACCOMPLISHED</th><th>ADVANCED</th></tr><tr><td>I can use a given self-reflection to refine my technical skills and performance as an individual and within an ensemble using accurate and appropriate</td><td>I can develop my own strategies through self and peer assessment to refine my technical skills and performance as an individual and/or within an ensemble using accurate and appropriate vocabulary in a varied repertoire.</td><td>I can develop my own strategies through self –assessment , address expressive challenges in solo and ensemble performance using accurate and appropriate music vocabulary in</td><td>I can develop my own appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire.</td><td>I can refine through rehearsal my own strategies to address individual and ensemble challenges in a varied repertoire.</td></tr></table> | | | | | NOVICE | INTERMEDIATE | PROFICIENT | ACCOMPLISHED | ADVANCED | I can use a given self-reflection to refine my technical skills and performance as an individual and within an ensemble using accurate and appropriate | I can develop my own strategies through self and peer assessment to refine my technical skills and performance as an individual and/or within an ensemble using accurate and appropriate vocabulary in a varied repertoire. | I can develop my own strategies through self –assessment , address expressive challenges in solo and ensemble performance using accurate and appropriate music vocabulary in | I can develop my own appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire. | I can refine through rehearsal my own strategies to address individual and ensemble challenges in a varied repertoire. |
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| | music vocabulary in a varied repertoire. | | a varied repertoire. | | |
| | I can use peer feedback to refine my technical skills and performance as an individual and within an ensemble using a given set of criteria using accurate and appropriate music vocabulary in a varied repertoire. | I can evaluate my technical skills and performance through self and peer feedback and apply the evaluation to refine my technical skills and performance as an individual or within an ensemble using accurate and appropriate music vocabulary in a varied repertoire. | I can evaluate my use of expressive qualities in performance through self and peer evaluations and apply the evaluation, address expressive challenges in solo and ensemble performance using accurate and appropriate music vocabulary in a varied repertoire. | I can apply my own rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. | |

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| | <p>I can follow the cues of a conductor to refine technical and performance skills within the given set of criteria using appropriate music vocabulary in a varied repertoire.</p> | <p>I can use other sources, e.g. print and non-print sources, SmartMusic, ipads, Quicktime, Garageband, as tools to evaluate and refine technical skills and performance and apply this knowledge to refine technical skills/performance using accurate and appropriate music vocabulary in a varied repertoire.</p> | <p>I can use other sources (see Intermediate) as tools to evaluate, address expressive challenges in performance, and apply the evaluation to refine my use of expressive qualities in solo and ensemble performance using accurate and appropriate vocabulary in a varied repertoire.</p> | <p>I can evaluate the success of my own rehearsal strategies that address individual and ensemble challenges in a varied repertoire.</p> | |
| Sample Resources | <p>▪ <u>Other Resources:</u> Varied repertoire Warm-ups Essential Elements of Music: Hal Leonard Corporation, Launtzenheiser, Tim et al. Other method books and resources You-tube Laptops, ipads, other technology Recording and visual technology SmartMusic Appropriate rehearsal space for individual and ensemble needs</p> | | | | |