Visual and Performing Arts: Performing Arts
Music: Choral Music (Anchor Standard #4)
Unit 5: Select

Essential Understandings	▪ Performers' select repertoire based on interest in and knowledge of musical works, understanding of technical skill and the context for a performance.
Essential Questions	▪ How do performers select repertoire?
Essential Knowledge	▪ Musicians select solo and ensemble music for specific reasons. ▪ Musicians and ensembles select music, which the musician(s) can perform technically and musically. ▪ Musicians and ensembles select music of interest. ▪ Musicians select repertoire to meet specific performance needs.
Vocabulary	▪ Terms: o Elements of music (melody, harmony, rhythm, timbre, texture); form, music notation (whole, half, quarter, eighth, sixteenth, dotted rhythm, rest); phrase, genre, copyright, solo, ensemble, repertoire, performance, call and response, theme and variation, ABA form, verse/refrain, symphonic form, program music, cantata, suite, parts of the mass, folk music, spirituals
Essential Skills	▪ Identify resources for music selection, e.g. sheet music, octavos, recordings, performances, technology resources such as websites ▪ Describe performance abilities ▪ Develop and apply relevant criteria for selecting diverse solo and ensemble music. ▪ Identify contextual performance criteria for a specific musical event.

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**Standards:
Maine Learning Results**
 	
National Coalition for Core Arts Standards
	A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes.
	
	A2. Notation and Terminology: Students apply accumulated knowledge of musical notation, symbols, and terminology to a music performance.
	    a. Read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4, ¾,4/4, 6/8 and3/8 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.
	
	C. Creative Problem Solving – Students approach artistic problem-solving using multiple solutions and the creative process.
	
	C1. Application of Creative Process: Students describe and apply creative-thinking skills that are part of the creative-problem-solving process.
	    a. Fluency
	    b .Flexibility
	    c. Elaboration
	    d. Originality
	
	E3. Setting: Students set goals related to time management, interpersonal interactions, or skill development that will lead to success in the arts.
	
	MU:Pr4.1.E.5a Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
	MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
	MU:Pr4.1.E.Ia Explain the criteria used to select a varied repertoire to study base on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
	MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the

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	technical skill of the individual or ensemble, and the purpose and context of the performance. **MU:Pr4.E.IIIa** Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

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Sample Lessons And Activities	8th grade chorus students develop and perform a theme concert at the end of the 8th grade year - Chorus students are given voice and choice on selected choral repertoire - Chorus students select solo selections for auditions - Chorus students select solo and ensemble selections for: submission to their portfolio, the Husky Howl and other talent showcases, a cappella groups, small ensembles, Advanced Choir, Show Choir, personal interest - Students select visual and aural examples of music that may or may not be chosen for performance using laptops, ipads, and other resources that are shared in class and ensemble rehearsals

Sample Classroom Assessment Methods	Perform Repertoire: Select varied musical works to present based on interest, knowledge technical skill and content				
	NOVICE	INTERMEDIATE	PROFICIENT	ACCOMPLISHED	ADVANCED
	I/we can choose an appropriate song because it is interesting to me/us.	I/we can choose a varied repertoire that is interesting to me/us.	I/we can explain how to select repertoire by using a given set of criteria based on the elements of music.	I/we can develop criteria to select a varied repertoire to study and perform based on the elements of music.	I/we can develop criteria to select a varied program to study and perform based on the elements of music, genre, culture and purpose.
	I/we can choose a song that I/we can perform the notes and rhythms accurately independently.	I/we can choose a varied repertoire that is technically within my/our skill level.	I/we can choose a varied repertoire that is technically within my/our skill level.	I/we can choose a varied repertoire that is technically within my/our skill level and presents expressive challenges in the music.	I/we can choose a varied repertoire that is technically within my/our skill level and presents expressive and technical challenges in the music.
	I/we can perform my/our	I/we can choose a varied	I/we can choose a	I/we can choose a varied	I/we can choose a

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	song demonstrating that I/we understand how it was composed. (form/structure).	repertoire that has a complex form and/or contains at least two voice parts demonstrating that I/we understand how it was composed.	varied repertoire that has a complex form and contains at least two voice parts demonstrating that I/we understand how it was composed.	repertoire that has a complex form and contains at least three voice parts demonstrating that I/we understand technically and expressively how it was composed.	program that has a complex form and contains multiple voice parts demonstrating that I/we understand technically and expressively how the program was selected.
	I/we can describe why this is a good choice for my/our performance using music vocabulary accurately and appropriately, referring to the context of the performance.	I/we can describe why this is a good choice for my/our performance using music vocabulary accurately and appropriately, referring to the context of the performance.	I/we can describe why this is a good choice for my/our performance using music vocabulary accurately and appropriately, referring to the context of the performance.	I/we can describe why this is a good choice for my/our performance using music vocabulary accurately and appropriately, referring to the context of the performance.	I/we can describe why this is a good choice for my/our performance using music vocabulary accurately and appropriately, referring to the context of the performance.
Sample Resources	▪ Other Resources: o BJH choral library; BJH solo/ensemble library; public domain websites; laptops; ipads; Youtube; DVD performances; CD library; student personal resources, District III vocal library, aural tradition repertoire, audition criteria from District III and other festivals, scheduled performances				