

## Timeline Choral Music I

<b>Subject:</b> Choral Music	<b>Level:</b> 1	<b>Grade:</b> 9-10	<b>6 weeks:</b> 1	<b>Estimated time frame:</b> 30 Days
<b>Overview:</b> Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition. Introduction of Solfege, Rhythm Syllables; Sightread and learn music for performance in Fall Concert.				
<b>Connection to Prior Learning:</b> Reinforces musical concepts attained from prior musical experiences and lessons through the use of but not limited to: Fall Concert Repertoire <i>Experiencing Choral Music</i> , Beginning Level <i>90 Days to Sightreading Success</i> Folk Songs for Sightsinging – Oxford Various Sightreading Series (Jensen, Melodia, DeWitt, etc.)				
		<b>Concept Taught:</b>	Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods (Renaissance, Baroque, etc.)	
		<b>TEKS:</b>	(I.2A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature (I.2B) perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures (I.2C) exhibit and explain appropriate small- and large-ensemble performance techniques for formal and informal concerts (I.6C) practice informed concert behavior during live performances in a variety of settings	

<p><b>Introduction to lesson/Unit:</b></p> <p>Warm-ups and vocalizes with direct correlation to performance literature</p> <p>Solfege exercises to enhance proficiency, agility Program repertoire to reflect meaningful thematic units</p> <p>Efficient Choral Rehearsal</p>		<p>(I.1A) identify melodic and harmonic parts when listening to and/or performing music (I.1B) define concepts of intervals, music notation, chord structure, rhythm/meter, and musical performances using standard terminology (I.2A) demonstrate independently and in ensembles accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature</p>
		<p>(I.3A) sight-read ensemble parts (I.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters (I.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances</p>
<p><b>What Teacher Does:</b> Teach, re-teach and monitor student's development of skill through Fall Concert repertoire.</p>		
<p><b>What Students Do:</b> Students perform, alone and in groups, assigned music and review and expand music literacy skills.</p>		
<p><b>Product:</b> Fall Concert</p>		
<p><b>Formative Assessments:</b> Consistent authentic assessment of individual student performance Individual Sightreading Performance Assessment</p>		