

Timeline Choral Music I

Subject: Choral Music	Level: 1	Grade: 9-10	6 weeks: 2	Estimated time frame: 30 Days
<p>Overview: Choral Rehearsal. Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition. Introduction of Solfege, Rhythm Syllables, Sight-Read and finalize preparation for Fall Concert. Examination of poetry and composer bias when setting text to music. Examine hallmark characteristics of performance literature and classify earmarks. Listen, analyze, and evaluate collegiate and professional recordings in class. Listen to and evaluate performance recording of Fall Concert. Begin learning music for Holiday Concert.</p>				
<p>Connection to Prior Learning: 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.)</p>				
		Concepts Taught:	Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods	
		TEKS:	(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	
			(I.1C) compare and contrast elements of music through literature selected for performance and/or listening	

<p>Introduction to lesson/Unit:</p> <p>Warm-ups and vocalizes with direct correlation to performance literature</p> <p>Solfege exercises to enhance music literacy, proficiency, agility</p> <p>Program repertoire to reflect meaningful thematic units</p> <p>Efficient Choral Rehearsal</p>		<p>(I.5A) listen to and classify music by style and/or by historical period</p> <p>(I.5B) identify and describe the uses of music in society and culture</p> <p>(I.5D) define the relationships between the content, the concepts, and the processes of the other fine arts, other subjects, and those of music</p>
		<p>(I.3A) sight-read ensemble parts</p> <p>(I.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters</p> <p>(I.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances</p>
<p>What Teacher Does: Teach, re-teach and monitor student's development of skill through Fall & Holiday Concert repertoire</p>		
<p>What Students Do: Students perform, alone and in groups, assigned music and review and expand music literacy skills.</p>		
<p>Product: Fall Concert</p>		
<p>Formative Assessments: Consistent authentic assessment of individual student performance Individual Sightreading Performance Assessment</p>		