

Timeline
Choral Music I

Subject: Choral Music	Level: 2	Grade: 9-10	6 weeks: 5	Estimated time frame: 30 days
<p>Overview: Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition. Continuous development of musical vocabulary. Continued work on Solfege, Rhythm Syllables; Sight-reading. Music literacy is focused on 3-part sight-reading (mostly from past UIL Sight-Reading room pieces for non-varsity choirs). UIL Sight-Reading Competition elements brought into the daily classroom routine. Learn music for performance in Highlander Festival and UIL Competition. Concert program sequencing; Examination of text and composer bias when setting text to music; Discussions of contest music in a global, multicultural context; Examine hallmark characteristics of performance literature and classify. Guest clinicians come in to work with students on contest music. Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation In-class recording evaluations; Highlander Concert; UIL Concert and Sightreading Contest (if applicable) Sight-read and begin learning music for performance in Spring Concert Performance</p>				
<p>Connection to Prior Learning: Reinforces musical concepts attained from prior musical experiences and lessons through the use of but not limited to: Highlander Festival & UIL Contest Repertoire Spring 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.) Past UIL Sight-Reading room contest pieces for Non-Varsity Choirs</p>				
		Concept Taught:	<p>Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods</p>	
		TEKS:	<p>(II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles (II.2B) perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures (II.2C) exhibit and describe appropriate small- and large-ensemble</p>	

		<p>performance techniques for formal and informal concerts (II.6C) exhibit concert etiquette during live performances in a variety of settings</p>
		<p>(II.1A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology (II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles (II.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances</p>
		<p>(II.1B) compare and contrast music forms of literature selected for performances and/or listening (II.5A) classify aurally-presented music by genre, style, and historical period (II.5B) define uses of music in society and culture (II.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>(II.6A) design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances (II.6B) evaluate musical</p>

<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>Preparation for UIL Concert & Sight-Reading Competition</p>		<p>performances by comparing them to exemplary models</p> <p>(II.3A) sight-read ensemble parts</p> <p>(II.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters</p> <p>(II.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and/or ensemble performances</p>
<p>What Teacher Does: Teach, re-teach and monitor student's development of skills through UIL repertoire & Spring 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: Highlander Festival, UIL Contest</p>		
<p>Formative Assessments: Consistent authentic assessment of individual student performance and corporate choral performance</p> <p>Individual Sightreading Performance Assessment</p>		