

Timeline
Choral Music II

Subject: Choral Music	Level: 2	Grade: 9-12	6 weeks: 1	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; Sightread and learn music for performance in Fall 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>, Proficient Level <i>90 Days to Sightreading Success</i> <i>FolkSongs for Sightreading</i> - Oxford</p>				
		Concept Taught:	<p>Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods (Renaissance, Baroque, etc.)</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 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</p>	

<p>Introduction to lesson/Unit: Warm-ups and vocalizes with direct correlation to performance literature Solfege exercises to enhance proficiency, agility Program repertoire to reflect meaningful thematic units Efficient Choral Rehearsal</p>		<p>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.3A) sight-read ensemble parts (II.3B) read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters (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 Fall 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 and corporate choral performance Individual Sightreading Performance Assessment</p>		