

Timeline  
Choral Music II

<b>Subject:</b> Choral Music	<b>Level:</b> 2	<b>Grade:</b> 9-12	<b>6 weeks:</b> 2	<b>Estimated time frame:</b> 30 days
<p><b>Overview:</b> Choral Rehearsal - Identify individual part role in harmonic structure; analyze music for elements of imitation, repetition. Introduction of Solfege, Rhythm Syllables; Sight-read. Learn music for performance in Fall Concert. Fall Concert program sequencing; Examination of poetry and composer bias when setting text to music; Examine hallmark characteristics of performance literature and classify historical earmarks. In-class recording evaluations of Fall Concert. Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation. Being learning music for Holiday Concert.</p>				
<p><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.)</p>				
		<b>Concept Taught:</b>	Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods	
		<b>TEKS:</b>	(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	
			(II.1B) compare and contrast music forms of literature selected for performances and/or	

<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 music literacy, proficiency, agility</p> <p>Program repertoire to reflect meaningful thematic units</p> <p>Efficient Choral Rehearsal</p>		<p>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 performances by comparing them to exemplary models</p>
<p><b>What Teacher Does:</b> Teach, re-teach and monitor student's development of skills through Fall &amp; Holiday 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, Holiday Concert</p>		
<p><b>Formative Assessments:</b> Consistent authentic assessment of individual student performance and corporate choral performance Individual Sightreading Performance Assessment</p>		