

Timeline
Choral Music II

Subject: Choral Music	Level: 2	Grade: 9-12	6 weeks: 4	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.</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 <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:	Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods	
		TEKS:	(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.3A) sight-read ensemble parts	

<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>(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>(II.5C) identify music-related vocations and avocations within the community</p>
		<p>(II.4A) create simple musical pieces</p> <p>(II.4B) arrange simple musical pieces</p>
<p>What Teacher Does: Teach, re-teach and monitor student's development of skills through UIL 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>		