

Timeline
Choral Music II

Subject: Choral Music	Level: 2	Grade: 9-12	6 weeks: 6	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. Learn music for performance in Spring Concert. Spring 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. 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) In-class recording evaluations; Spring 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: 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.)</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 performance techniques for formal and informal concerts (II.6C) exhibit concert etiquette during live</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>		performances in a variety of settings
		<p>(II.1A) define melody, harmony, rhythm, and texture of music listened to or performed, using standard terminology</p> <p>(II.2A) exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature, independently and in ensembles</p> <p>(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</p> <p>(II.5A) classify aurally-presented music by genre, style, and historical period</p> <p>(II.5B) define uses of music in society and culture</p> <p>(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</p> <p>(II.6B) evaluate musical performances by comparing them to exemplary models</p>

What Teacher Does: Teach, re-teach and monitor student's development of skills through UIL repertoire & Spring Concert Repertoire

What Students Do: Students perform, alone and in groups, assigned music and review and expand music literacy skills

Product: Spring Concert

Formative Assessments: Consistent authentic assessment of individual student performance and corporate choral performance
Individual Sightreading Performance Assessment