

Timeline
Fine Arts K-12

| | | | | |
|---|-------------------|------------------------|---|--------------------------------------|
| Subject: Choral Music | Level: 3-4 | Grade: 10-12 | 6 weeks: 3 | Estimated time frame: 30 Days |
| <p>Overview: Choral Rehearsal – Continue to identify individual part role in harmonic structure; analyze music for elements of imitation, repetition. Sightread and learn music for performance in Holiday Concert. Examination of poetry and composer bias when setting text to music. Discussions of holiday music in a global, multicultural context.</p> | | | | |
| <p>Connection to Prior Learning: Reinforces musical concepts attained from prior musical experiences and lessons through the use of but not limited to: Holiday Concert Repertoire <i>Experiencing Choral Music</i>, Advanced Level <i>90 Days to Sightreading Success</i> Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)</p> | | | | |
| | | Concept Taught: | <p>Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods</p> | |
| | | TEKS: | <p>(III.1A) perform appropriate literature expressively (IV.1A) demonstrate independence in interpreting music through the performance of appropriate literature (III.2A) exhibit accurate intonation and rhythm, fundamental skills, and advanced techniques, using literature ranging from moderately difficult to difficult, while performing independently and in ensemble (IV.2A) perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult (III.2C, IV.2C) perform expressively, from memory and notation, a varied</p> | |

| | | |
|--|--|---|
| <p>Introduction to lesson/Unit: Warm-ups and vocalizes with direct correlation to performance literature</p> <p>Solfege exercises to enhance proficiency, agility</p> <p>Program repertoire to reflect meaningful thematic units</p> <p>Efficient Choral Rehearsal</p> | | <p>repertoire of music representing styles from diverse cultures</p> |
| | | <p>(III.1B, IV.1B) define (III) and analyze (IV) musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology</p> <p>(III.1C, IV.1C) identify (III), analyze (IV) music forms of performance and listening repertoire.</p> |
| | | <p>(III.3A, IV.3A) sight-read major, minor, modal, and chromatic melodies</p> <p>(III.3B, IV.3B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters</p> <p>(III.3C, IV.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing</p> <p>(III.6B, IV.6B) exhibit concert etiquette during live performances in a variety of settings</p> |
| <p>What Teacher Does: Teach, re-teach and monitor student's development of skills through Holiday Concert repertoire</p> | | |
| <p>What Students Do: Students perform, alone and in groups, assigned music</p> <p>Prepare for Pre-Area choir process</p> <p>Review and expand music literacy skills</p> <p>Develop conducting skills through small caroling groups</p> | | |
| <p>Product: Holiday Concert performance and written review</p> | | |
| <p>Formative Assessments: Consistent authentic assessment of individual student performance and corporate choral performance</p> <p>Individual Sightreading Performance Assessment</p> <p>Listen to concert audio recording; performances of selected works by college and professional choral ensembles; Oral and written evaluation</p> | | |