

Timeline  
Fine Arts K-12

<b>Subject:</b> Choral Music	<b>Level:</b> 3-4	<b>Grade:</b> 10-12	<b>6 weeks:</b> 5	<b>Estimated time frame:</b> 30 Days
<p><b>Overview:</b> Choral Rehearsal – Analyze individual part role in harmonic structure; analyze music for elements of imitation, repetition. Continuous development of advanced musical vocabulary. Highlander/UIIL Concert program sequencing; Examination of poetry and composer bias when setting text to music; Examine hallmark characteristics of performance literature. Begin to Sightread Spring Concert Music</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: Highlander Concert and UIL Contest Repertoire <i>Experiencing Choral Music</i>, Advanced Level <i>90 Days to Sightreading Success</i> Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)</p>				
		<b>Concept Taught:</b>	Solfege Syllables Rhythm Syllables Standard Music Notation elements of articulation, phrasing, dynamics, and tempo Historical Periods	
		<b>TEKS:</b>	(III.1B, IV.1B) define (III) and analyze (IV) musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology (III.1C, IV.1C) identify (III), analyze (IV) music forms of performance and listening repertoire.	
			(III.3A, IV.3A) sight-read major, minor, modal, and chromatic melodies (III.3B, IV.3B) read and write music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters (III.3C, IV.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing (III.4A, IV.4A) improvise musical melodies (III.4B, IV.4B) compose or	

<p><b>Introduction to lesson/Unit:</b> 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>arrange vocal or instrumental pieces (manuscript or computer-generated)  (III.5A, IV.5A) classify representative examples of music by style and by historical period or culture, justifying the classifications (III.5B, IV.5B) describe the effects of music on society, culture, and technology (III.5C, IV.5C) explain a variety of music and music-related career options (III.5D, IV.5D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music (III.6B, IV.6B) exhibit concert etiquette during live performances in a variety of settings</p>
<p><b>What Teacher Does:</b> Teach, re-teach and monitor student's development of skills through Highlander and UIL Contest Rep</p>		
<p><b>What Students Do:</b> Students perform, alone and in groups, assigned music  Compete individually at UIL Solo &amp; Ensemble Competition  Review and expand music literacy skills</p>		
<p><b>Product:</b> UIL Contest and Sightreading Performance and Adjudication</p>		
<p><b>Formative Assessments:</b> Consistent authentic assessment of individual student performance and corporate choral performance  Individual Sightreading Performance Assessment  Listen and watch performances of selected works by college and professional choral ensembles; Oral and written evaluation</p>		