

Timeline  
Fine Arts K-12

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|---|-------------------|-------------------------------|--|--------------------------------------|
| <b>Subject:</b> Choral Music  | <b>Level:</b> 3-4 | <b>Grade:</b> 10-12           | <b>6 weeks:</b> 6  | <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. Preparation of Spring Concert Pop Music. Discussions of pop/broadway genre.</p>  |                   |                               |  |                                      |
| <p><b>Connection to Prior Learning:</b> Reinforces musical concepts attained from prior musical experiences and lessons and applies them in a different type of music through the use of: Spring Repertoire<br/><i>Experiencing Choral Music</i>, Advanced Level<br/><i>90 Days to Sightreading Success</i><br/>Various Sightreading Series (Jensen, Oxford, Melodia, DeWitt)</p> |                   |                               |  |                                      |
|   |                   | <p><b>Concept Taught:</b></p> | <p>Solfege Syllables<br/>Rhythm Syllables<br/>Standard Music Notation<br/>elements of articulation, phrasing, dynamics, and tempo<br/>Historical Periods</p>   |                                      |
|   |                   | <p><b>TEKS:</b></p>           | <p>(III.1A) perform appropriate literature expressively<br/>(IV.1A) demonstrate independence in interpreting music through the performance of appropriate literature<br/>(III.1B, IV.1B) define (III) and analyze (IV) musical performances, intervals, music notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology<br/>(III.1C, IV.1C) identify (III), analyze (IV) music forms of performance and listening repertoire.<br/>(III. 2B, IV.2B) demonstrate comprehension of musical styles by selecting appropriate literature for performances<br/>(III.2D, IV.2D) exhibit, describe, and critique small- and large- ensemble performance techniques experienced and observed</p> |                                      |

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| <p><b>Introduction to lesson/Unit:</b> 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>during formal and informal concerts</p> <p>(III.3C, IV.3C) interpret music symbols and terms referring to dynamics, tempo, and articulation when performing</p> <p>(III.4A, IV.4A) improvise musical melodies</p> <p>(III.5A, IV.5A) classify representative examples of music by style and by historical period or culture, justifying the classifications</p> <p>(III.5B, IV.5B) describe the effects of music on society, culture, and technology</p> <p>(III.5C, IV.5C) explain a variety of music and music-related career options</p> <p>(III.5D, IV.5D) define the relationships between the content, the concepts, and the processes of the other fine arts and those of music</p> <p>(III.6A, IV.6A) evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement</p> <p>(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 Spring Concert Music</p>  |  |   |
| <p><b>What Students Do:</b> Students perform, alone and in groups, assigned music</p> <p>Review and expand music literacy skills</p> <p>Interact with a different style of music</p> <p>Discuss careers in music</p> <p>Become responsible for elements of production; costume, choreography, staging, order, etc.</p> |  |   |
| <p><b>Product:</b> Spring Concert and Final Exam</p>   |  |   |
| <p><b>Formative Assessments:</b> Consistent authentic assessment of individual student performance and corporate choral performance</p> <p>Individual Sightreading Performance Assessment</p> <p>Spring Concert Review</p>   |  |   |

Final Exam