

Timeline  
Fine Arts K-12

|  |                        |  |                       |                                      |
|--|------------------------|--|-----------------------|--------------------------------------|
| <b>Subject:</b> Choral Music   | <b>Level:</b> 2        | <b>Grade:</b> 7  | <b>6 weeks:</b> 4     | <b>Estimated time frame:</b> 30 Days |
| <p><b>Overview:</b> Rehearsal Time: Warm-ups building appropriate vocal timbre. Daily choral rehearsals, students singing independently as well as parts. Students can perform individually to access correct notes and proper vocal technique. Continue to reinforce Solfege, Rhythm Symbols, Sight-reading process, and good vocal technique in preparation for the Pre- UIL Concert.</p>          |                        |  |                       |                                      |
| <p><b>Connection to Prior Learning:</b> The concepts will build on past musical knowledge of notes and rhythms while simultaneously advancing their musical knowledge in a significant way that will allow the students to learn music in a faster, more efficient way than they did when using elementary concepts and practices, as well as building on concepts taught in the first semester.</p> |                        |  |                       |                                      |
| <p><b>Introduction to lesson/Unit:</b> Warm-ups and Vocalises with direct connection to literature being learned for Pre-UIL concert. Solfege exercises to enhance proficiency and agility. Program literature for concert that builds on the basic concepts for this unit.</p>  | <b>Concept Taught:</b> |  | Posture               | Moveable Do                          |
|  |                        |  | Accidentals           | Modulations                          |
|  |                        |  | Major Key             | Soft Palate                          |
|  |                        |  | Form                  | Timbre                               |
|  |                        |  | Solfege               | Vocal Health                         |
|  |                        |  | Sight-Reading Process |                                      |
| <b>TEKS: 1</b>   |                        | 1a- Proper tone, 1b- describe musical qualities with proper terminology, 1c- describe musical form                   |                       |                                      |
| 2  |                        | 2a-independent performance, 2b- expressive performance, 2c- ensemble performance                                     |                       |                                      |
| 3 and 4  |                        | 3a-Sightreading, 3b-notate music, 3c- interpret musical symbols<br>4a-create rhythmic/melodic phrases                |                       |                                      |
| 5  |                        | 5a-classify historically, 5b- vocations, 5c-multi-cultural, 5d-relationship between the arts.                        |                       |                                      |
| 6  |                        | 6a-create criteria for evaluating performance, 6b- self evaluate, 6c- constructive criticism, 6d- concert etiquette. |                       |                                      |
| <p><b>What Teacher Does:</b> Teach, Modify teaching, monitor and assess student development and understanding for Pre-UIL Concert.</p>   |                        |  |                       |                                      |
| <p><b>What Students Do:</b> Students perform, both alone and in groups, the repertoire in conjunction with expanding their music literacy skills.</p>  |                        |  |                       |                                      |
| <p><b>Product:</b> Pre-UIL Concert</p>   |                        |  |                       |                                      |
| <p><b>Formative Assessments:</b> Consistent and continual authentic assessment of individual and group student performance; Individual sight-reading performance assessment.</p>   |                        |  |                       |                                      |