High School Chamber Singers/South Boulevard Curriculum

**Course Description:** Students are selected by audition in the spring of the previous year. Members must demonstrate a high degree of proficiency in sight reading; pitch memory, recognition of basic musical notation, tone quality, breath control, interval recognition, and ability to maintain an independent part. This ensemble will perform throughout the community representing the Park Hill School District. The entire spectrum of choral music is covered at an advanced level of difficulty. Participation in all performances is required. This course may be repeated for additional credits.

**Scope and Sequence:**

<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
</tr>
</thead>
</table>
| On-going  | Advanced Music Notation and Sight Reading | Topic 1: Notation - Rhythmic & Melodic  
Topic 2: Sight-Reading |
| On-going  | Advanced Musical Expression | Topic 1: Musical Expression  
Topic 2: Musical Interpretation/Style  
Topic 3: Musical Expression Listening Activities |
| On-going  | Advanced Performance Techniques | Topic 1: Fundamental Performance Techniques  
Topic 2: Musical Effect |
Unit 1: Advanced Music Notation and Sight Reading

Subject: Chamber Choir

Grade: PHHS 10-12; PHS 11-12

Name of Unit: Advanced Music Notation and Sight Reading

Length of Unit: On-going

Overview of Unit: The student will engage in a variety of activities that will build upon the student’s basic knowledge of standard music notation including note duration and pitch, rhythm, scales, and key signatures. With this knowledge, the student will demonstrate an advanced ability to sing music examples at sight, which increase in difficulty as the course progresses.

Priority Standards for unit:

- EP1E9-12b Advanced Sight read standard musical notation at level 4 difficulty [Level 4—moderately difficult; requires well-developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in a variety of keys]
- EP1D9-12b Vocal and Instrumental Performance Classes: Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice
- EP1B9-12c Vocal and Instrumental Performance Classes: Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and keys
- EP1A9-12b Vocal and Instrumental Performance Classes: Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve

Supporting Standards for unit:

- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
- TT.AB.A.16: Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
- TT.AB.A.18: Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
### Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb's DOK
--- | --- | --- | ---
Music at level 4 difficulty | Sight Read | Apply | Level 2
Standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instrument or voice | Use | Apply | Level 2
Standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and keys | Employ | Apply | Level 2
Standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve | Interpret | Analyze | Level 3
Standard rhythmic notation in simple and compound meters using all rhythm and note values above, and add *syncopation, *alla breve | Explain | Evaluate | Level 3

### Essential Questions:
1. How is music represented in written form?
2. How is tonality represented in written form?
3. How is music transferred from written form to performance?
4. How does specific music terminology assist the student in the comprehension of music theory?

### Enduring Understanding/Big Ideas:
1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (i.e. major & minor) and can be represented by key signatures.
3. Aural and written skills will be acquired through progressively more difficult sight singing practice.
4. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.
**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
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<td>○ cresc or &lt; for crescendo</td>
</tr>
<tr>
<td>○ <em>f</em> for forte</td>
<td>○ decres or&gt; for decrescendo</td>
</tr>
<tr>
<td>○ <em>mp</em> for mezzo piano</td>
<td>○ <em>dim</em> for diminuendo</td>
</tr>
<tr>
<td>○ <em>mf</em> for mezzo forte</td>
<td>○ accelerando</td>
</tr>
<tr>
<td>○ <em>pp</em> for pianissimo</td>
<td>○ <em>ritardando</em></td>
</tr>
<tr>
<td>○ <em>ff</em> for fortissimo</td>
<td>○ <em>allegro</em></td>
</tr>
<tr>
<td>○ <em>cresc</em> or &lt; for crescendo</td>
<td>○ <em>moderato</em></td>
</tr>
<tr>
<td>○ <em>decres</em> or&gt; for decrescendo</td>
<td>○ <em>andante</em></td>
</tr>
<tr>
<td>○ <em>dim</em> for diminuendo</td>
<td>○ <em>Largo</em></td>
</tr>
<tr>
<td>○ <em>a tempo</em></td>
<td>○ <em>Accent</em></td>
</tr>
<tr>
<td>○ <em>Fermata</em></td>
<td>○ <em>Accent</em></td>
</tr>
<tr>
<td>○ Ties</td>
<td>○ <em>Fermata</em></td>
</tr>
<tr>
<td>○ Slurs</td>
<td>○ <em>Ties</em></td>
</tr>
<tr>
<td>○ <em>Staccato</em></td>
<td>○ <em>Slurs</em></td>
</tr>
<tr>
<td>○ <em>Legato</em></td>
<td>○ <em>Staccato</em></td>
</tr>
<tr>
<td>○ sharp</td>
<td>○ <em>Legato</em></td>
</tr>
<tr>
<td>○ flat</td>
<td>○ sharp</td>
</tr>
<tr>
<td>○ natural sign</td>
<td>○ flat</td>
</tr>
<tr>
<td>○ whole note/rest</td>
<td>○ natural sign</td>
</tr>
<tr>
<td>○ quarter note/rest</td>
<td>○ whole note/rest</td>
</tr>
<tr>
<td>○ half note/rest</td>
<td>○ quarter note/rest</td>
</tr>
<tr>
<td>○ eighth-note pairs</td>
<td>○ half note/rest</td>
</tr>
<tr>
<td>○ dotted half note</td>
<td>○ eighth-note pairs</td>
</tr>
<tr>
<td>○ sixteenth notes</td>
<td>○ dotted half note</td>
</tr>
<tr>
<td>○ dotted quarter followed by</td>
<td>○ sixteenth notes</td>
</tr>
<tr>
<td>eighth</td>
<td>○ dotted quarter followed by eighth</td>
</tr>
<tr>
<td>○ dotted quarter note/rest</td>
<td>○ dotted quarter note/rest</td>
</tr>
<tr>
<td>○ 3 eighth notes beamed together in 6/8</td>
<td>○ 3 eighth notes beamed together in 6/8</td>
</tr>
<tr>
<td>○ syncopation</td>
<td>○ syncopation</td>
</tr>
</tbody>
</table>
- Cadence
- Art Song
- A cappella
- DC/Fine
- DS al coda/Fine
- Balance
- Blend
- Canon
- Round
- Chord
- Common Time
- Soprano
- Alto
- Tenor
- Bass
- Divisi
- Falsetto
- Head Voice
- unison
- Harmony
- Intonation
- Measure
- Barline
- Time signature
- Meter - simple
- Meter - compound
- Diatonic intervals
- Chromatic
- Range
- Tessitura
- Timbre
- Tutti
- Melisma
- Strophic
- Through-composed
- Consonance
- Dissonance
- Larynx
- Resonance
- Vibrato
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<thead>
<tr>
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<th></th>
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</thead>
<tbody>
<tr>
<td>○ Body alignment/posture</td>
<td>○ Palette - soft/hard</td>
</tr>
<tr>
<td>○ Passaggio</td>
<td></td>
</tr>
</tbody>
</table>
Topic 1: Notation - Rhythmic & Melodic

Engaging Experience 1
Title: Rhythm
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

Priority:
- EP1A9-12b Interpret and explain advanced rhythmic notation in simple and compound meters using all rhythm and note values above.

Components Addressed:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales
  - Intervallic relationships and chords

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.

Bloom’s Levels: Understand
Webb’s DOK: 1

Engaging Experience 2
Title: Clefs and pitches
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

Priority:

Components Addressed:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 1

Title: Sight-Reading

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:
- EP1E9-12b Advanced Sight read standard musical notation at level 4 difficulty
  [Level 4—moderately difficult; requires well-developed technical skills, attention
to phrasing interpretation, and ability to perform various meters and rhythms in a
variety of keys].

Supporting:
- ISTE - GLOBAL COLLABORATOR.7: Students use digital tools to broaden
  their perspectives and enrich their learning by collaborating with others and
  working effectively in teams locally and globally.

Components Addressed:
- Notational Skills
  - Rhythms and meters
  - Clefs and pitches
  - Key signatures, scales, and modes
  - Intervals and chords

Detailed Description/Instructions: Through a variety of daily sight-reading exercises, the
student will progress from basic stepwise examples to those with skips and interval jumps in at
least two to four voice parts working towards independence.

Bloom’s Levels: Apply

Webb’s DOK: 2
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.) The ensemble's culminating activity will be an adjudicated sight-reading performance of 4 part music that will take place either in the rehearsal classroom or at MSHSAA State Large Ensemble Festival.
### Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Notation - Rhythmic &amp; Melodic</td>
<td>Rhythm</td>
<td>Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Notation - Rhythmic &amp; Melodic</td>
<td>Clefs and pitches</td>
<td>Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
<tr>
<td>Sight-Reading</td>
<td>Sight-Reading</td>
<td>Through a variety of daily sight-reading exercises, the student will progress from basic stepwise examples to those with skips and interval jumps in at least two to four voice parts working towards independence.</td>
<td>2 blocks (and reinforced throughout unit)</td>
</tr>
</tbody>
</table>
Unit 2: Advanced Musical Expression

Subject: Chamber Choir
Grade: PHHS 10-12; PHS 11-12
Name of Unit: Advanced Musical Expression
Length of Unit: On-going
Overview of Unit: The student will engage in a variety of activities that will teach them to understand and apply advanced musical expression in regards to choral literature. With this knowledge, the student will demonstrate the differences between quality and non-quality performances through active listening and performing.

Priority Standards for unit:
- AP2B9-12b Vocal and Instrumental Performance Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment
- IC1A9-12d Vocal and Instrumental Performance Classes: Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- AP1B9-12e Characterize the use of music by its intended function (purpose) and its intended audience
- AP1B9-12a General Music Classes and Vocal and Instrumental Performance Classes: Determine the musical means (source) and size of group of an aural example
- AP1A9-12b Vocal and Instrumental Performance Classes: Identify forms used in selected ensemble repertoire
- EP1C9-12b Vocal and Instrumental Performance Classes: Apply standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz
- HC1D9-12d Cite well-known performers specific to student’s instrument and/or voice
- AP1B9-12b Describe the musical expression (mood) of an aural example
- AP1B9-12c Determine the order and organization of an aural example
- AP2B9-12c Use musical terminology to describe their personal response to musical example
- HC1A9-12b Vocal and Instrumental Performance Classes: Identify genre or style from various historical periods through listening to selected ensemble repertoire
- AP1B9-12d Determine the possible origin of an aural example (e.g., location and time)
- HC1C9-12b Vocal and Instrumental Performance Classes: Proficient and Advanced, Categorize the function of music being performed in relation to its function in society or history
Supporting Standards for unit:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment</td>
<td>Demonstrate</td>
<td>Evaluate</td>
<td>Level 4</td>
</tr>
<tr>
<td>the use of music by its intended function (purpose) and its intended audience</td>
<td>Characterize</td>
<td>Analyze</td>
<td>Level 3</td>
</tr>
<tr>
<td>the musical means (source) and size of group of an aural example</td>
<td>Determine</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>forms used in selected ensemble repertoire</td>
<td>Identify</td>
<td>Understand</td>
<td>Level 1</td>
</tr>
<tr>
<td>standard listed for General Music classes, adding marcato and full complement of dynamic range including sfz</td>
<td>Apply</td>
<td>Apply</td>
<td>Level 1</td>
</tr>
<tr>
<td>well-known performers specific to student’s instrument and/or voice</td>
<td>Cite</td>
<td>Understand</td>
<td>Level 2</td>
</tr>
<tr>
<td>the musical expression (mood) of an aural example</td>
<td>Describe</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>the order and organization of an aural example</td>
<td>Determine</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>musical terminology to describe their personal response to musical example</td>
<td>Use</td>
<td>Apply</td>
<td>Level 2</td>
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<td>Identify</td>
<td>Analyze</td>
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<tr>
<td>the function of music being performed in relation to its function in society or history</td>
<td>Categorize</td>
<td>Analyze</td>
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the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

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<tbody>
<tr>
<td>the possible origin of an aural example (e.g., location and time)</td>
<td>Determine</td>
<td>Evaluate</td>
<td>Level 3</td>
</tr>
<tr>
<td>techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)</td>
<td>Apply</td>
<td>Apply</td>
<td>Level 3</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is musical expression best realized in a choral setting?
2. How does specific music terminology assist the student in the comprehension of vocal and choral music?
3. How does a student determine the difference between a musically effective and a non-effective choral or vocal performance?

**Enduring Understanding/Big Ideas:**
1. Through interpretation of articulations, phrasing, and dynamics, the students will produce musically effective performances.
2. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.
3. Through evaluative listening activities, students will be able to discern, describe and identify musically effective performances.

**Unit Vocabulary:**

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<tr>
<td>○ dim for diminuendo</td>
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- accelerando
- ritardando
- allegro
- moderato
- andante
- Largo
- a tempo
- Accent
- Fermata
- Ties
- Slurs
- Staccato
- Legato
- sharp
- flat
- natural sign
- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- sixteenth notes
- dotted quarter followed by eighth
- dotted quarter note/rest
- 3 eighth notes beamed together in 6/8
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- Round
- Chord
- Common Time
- Soprano
- Alto
- Tenor
- Bass
- Divisi
- Falsetto
- Head Voice
- unison
- Harmony
- Intonation
- Measure
- Barline
- Time signature
- Meter - simple
- Meter - compound
- Diatonic intervals
- Chromatic
- Range
- Tessitura
- Timbre
- Tutti
- Melisma
- Strophic
- Through-composed
- Consonance
- Dissonance
- Larynx
- Resonance
- Vibrato
- Body alignment/posture
- Palette - soft/hard
- Passaggio
Engaging Experience 1
Title: Expressive Techniques
Suggested Length of Time: On-going

Standards Addressed

Priority:

- PP1E9-12b Advanced Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty).

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.

Bloom’s Levels: Understand
Webb’s DOK: Level 2
Engaging Experience 1

Title: Interpretation Techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- PP1E9-12b Advanced Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty).

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.

Bloom’s Levels: Apply

Webb’s DOK: Level 4
Topic 3: Musical Expression Listening Activities

Engaging Experience 1

Title: Listening Activities

Suggested Length of Time: On-going

Standards Addressed

Priority:

- AP2B9-12b Vocal and Instrumental Performance Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment.

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

Detailed Description/Instructions: A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting. The ensemble will analyze and evaluate choral performances and make appropriate choices to improve the musical expressive qualities of the ensemble.

Bloom’s Levels: Analyze

Webb’s DOK: Level 4
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble’s performance in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Musical Expression</td>
<td>Expressive Techniques</td>
<td>Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.</td>
<td>On-going</td>
</tr>
<tr>
<td>Musical Interpretation/Style</td>
<td>Interpretation Techniques</td>
<td>Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.</td>
<td>On-going</td>
</tr>
<tr>
<td>Musical Expression Listening Activities</td>
<td>Listening Activities 📁</td>
<td>A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting. The ensemble will analyze and evaluate choral performances and make appropriate choices to improve the musical expressive qualities of the ensemble.</td>
<td>On-going</td>
</tr>
</tbody>
</table>
Unit 3: Advanced Performance Techniques

Subject: Chamber Choir
Grade: PHHS 10-12; PHS 11-12
Name of Unit: Advanced Performance Techniques
Length of Unit: On-going
Overview of Unit: Through choral rehearsals and performance opportunities, the student will demonstrate continued ability to perform musically expressive advanced choral literature based on articulation and performance notations provided by the composer/arranger.

Priority Standards for unit:

- PP1A9-12c Advanced Demonstrate proper singing technique in the following: intonation, tone quality, breathing, diction, rhythm, note accuracy, posture, memorization
- EP1D9-12c Interpret selected literature that includes nonstandard notation symbols (See Elements of Music)
- PP1E9-12b Advanced Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty)
- HC1B9-12b Vocal and Instrumental Performance Classes: Proficient and Advanced Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
- PP1B9-12b Advanced Vocal Performance Classes: Apply vocal techniques required for expressive performance of varied literature
- PP1C9-12b Advanced: Apply stylistic elements needed to perform the music of various genres and cultures
- PP1D9-12b Advanced Perform one on a part in various four or more voice part arrangements a cappella and with accompaniment

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrate proper singing technique in the following: intonation, tone quality, breathing, diction, rhythm, note accuracy, posture, memorization</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>Level 3</td>
</tr>
<tr>
<td>selected literature that includes nonstandard notation symbols</td>
<td>Interpret</td>
<td>Evaluate</td>
<td>Level 4</td>
</tr>
<tr>
<td>techniques for expressive performance of vocal literature of</td>
<td>Apply</td>
<td>Apply</td>
<td>Level 3</td>
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<tr>
<td>Essential Questions:</td>
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<tr>
<td>1. What constitutes proficient vocal/choral performance technique?</td>
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<tr>
<td>2. What constitutes an aesthetically effective choral performance?</td>
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<table>
<thead>
<tr>
<th>Enduring Understanding/Big Ideas:</th>
</tr>
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<tbody>
<tr>
<td>1. Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique.</td>
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<tr>
<td>2. An aesthetically pleasing choral performance will effectively display ensemble cohesion through choral elements such as, balance and blend, rhythm and note accuracy, clear diction, correction intonation, and appropriate stage presence.</td>
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</table>

<table>
<thead>
<tr>
<th>Unit Vocabulary:</th>
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<tbody>
<tr>
<td>Academic Cross-Curricular Words</td>
</tr>
<tr>
<td>○ p for piano</td>
</tr>
<tr>
<td>○ f for forte</td>
</tr>
<tr>
<td>○ mp for mezzo piano</td>
</tr>
<tr>
<td>○ mf for mezzo forte</td>
</tr>
<tr>
<td>○ pp for pianissimo</td>
</tr>
<tr>
<td>○ ff for fortissimo</td>
</tr>
</tbody>
</table>
- cresc or < for crescendo
- decres or> for decrescendo
- dim for diminuendo
- accelerando
- ritardando
- allegro
- moderato
- andante
- Largo
- a tempo
- Accent
- Fermata
- Ties
- Slurs
- Staccato
- Legato
- sharp
- flat
- natural sign
- whole note/rest
- quarter note/rest
- half note/rest
- eighth-note pairs
- dotted half note
- sixteenth notes
- dotted quarter followed by eighth
- dotted quarter note/rest
- 3 eighth notes beamed together in 6/8
- syncopation
- Cadence
- Art Song
- A cappella
- DC/Fine
- DS al coda/Fine
- Balance
- Blend
- Canon
- Round
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<tbody>
<tr>
<td>Chord</td>
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<tr>
<td>Common Time</td>
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<tr>
<td>Soprano</td>
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<tr>
<td>Alto</td>
<td></td>
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<tr>
<td>Tenor</td>
<td></td>
</tr>
<tr>
<td>Bass</td>
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<tr>
<td>Divisi</td>
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<tr>
<td>Falsetto</td>
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<tr>
<td>Head Voice</td>
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<tr>
<td>unison</td>
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<tr>
<td>Harmony</td>
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<tr>
<td>Intonation</td>
<td></td>
</tr>
<tr>
<td>Measure</td>
<td></td>
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<tr>
<td>Barline</td>
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<tr>
<td>Time signature</td>
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<tr>
<td>Meter - simple</td>
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<tr>
<td>Meter - compound</td>
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<td>Diatonic intervals</td>
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<td>Chromatic</td>
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<tr>
<td>Range</td>
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<tr>
<td>Tessitura</td>
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<tr>
<td>Timbre</td>
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<td>Tutti</td>
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<td>Melisma</td>
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<tr>
<td>Strophic</td>
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<tr>
<td>Through-composed</td>
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<tr>
<td>Consonance</td>
<td></td>
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<tr>
<td>Dissonance</td>
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<tr>
<td>Larynx</td>
<td></td>
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<tr>
<td>Resonance</td>
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<td>Vibrato</td>
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<tr>
<td>Body alignment/posture</td>
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<tr>
<td>Palette - soft/hard</td>
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<tr>
<td>Passaggio</td>
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</tbody>
</table>
Engaging Experience 1

Title: Performance techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- PP1B9-12b Advanced Vocal Performance Classes: Apply vocal techniques required for expressive performance of varied literature.

Detailed Description/Instructions: Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with advanced vocal/choral performance technique.

Bloom’s Levels: Apply

Webb’s DOK: Level 4
Engaging Experience 1
Title: Ensemble Performance Expectations
Suggested Length of Time: On-going
Standards Addressed

Priority:
- PP1E9-12b Advanced Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble (refer to glossary for Level of Difficulty).

Detailed Description/Instructions: The student will incorporate, and demonstrate at an advanced level the mastery of the key elements of performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.

Bloom’s Levels: Create
Webb’s DOK: Level 4
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble’s performance in regards to fundamental performance techniques, and musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fundamental Performance Techniques</td>
<td>Performance techniques</td>
<td>Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with advanced vocal/choral performance technique.</td>
<td>On-going</td>
</tr>
<tr>
<td>Musical Effect</td>
<td>Ensemble Performance Expectations</td>
<td>The student will incorporate, and demonstrate at an advanced level the mastery of the key elements of performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.</td>
<td>On-going</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**
- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.