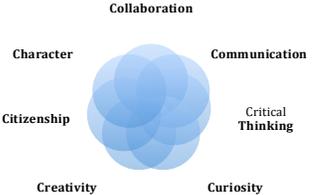


Content Area	Course: Chamber Singers	Grade Level: 10-12
<p>Chamber Singers</p> 	<p>R14 The Seven Cs of Learning</p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> • Vocal Development 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Rhythm 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Melody & Harmony 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Form 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Style & Expression 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Composing & Arranging 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Improvisation 	<ul style="list-style-type: none"> • Ongoing 	
<ul style="list-style-type: none"> • Performance Technique & Etiquette 	<ul style="list-style-type: none"> • Ongoing 	



Strands	Course Level Expectations
Create	<ul style="list-style-type: none"> • The understanding that creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources. • Musicians' creative choices are influenced by their expertise, context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.
Perform	<ul style="list-style-type: none"> • Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire. • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians judge performance based on criteria that vary across time, place, and cultures.
Respond	<ul style="list-style-type: none"> • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Can respond to music that is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
Connect	<ul style="list-style-type: none"> • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

*Expectations based on National Coalition for Core Art Standards

Unit Title	Vocal Development	Length of Unit	Ongoing
-------------------	-------------------	-----------------------	---------

Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • How do musicians improve the quality of their performance? • How does posture and breath support impact tone quality? • How does vowel placement impact diction?
Standards*	Perform: <i>Analyze:</i> MU: Pr4.2.E.IIIa, <i>Present:</i> MU:Pr6.1.E.IIIa
Unit Strands & Concepts	<ul style="list-style-type: none"> • Posture, • Breath support and management, • Tone Quality, • Vowel Placement, Intonation, Diction, Vocal Health, • International Phonetic Alphabet, Vocal Health
Key Vocabulary	posture, breath support, tone production, intonation, vowel placement, IPA, vocal health, treble clef, bass clef, clef, staff, key signature, time signature, choral score, octavo, soprano, alto, tenor, bass, warm-up, resonance, solfege, articular (jaw, tongue, teeth, lips, soft/hard palate), pure vowel sounds, consonants, DS al Coda, DC al Coda, Fine, Repeat sign, first and second endings, measure, time signatures ($\frac{3}{4}$, $\frac{4}{4}$, $\frac{6}{8}$, $\frac{2}{4}$, cut time)

*Standards based on National Coalition for Core Arts Standards. For more information visit:

<http://www.nationalartsstandards.org/sites/default/files/Music%20Traditional%20and%20Emerging%20Ensembles%20at%20a%20Glance%203-24-17.pdf>

Unit Title	Vocal Development	Length of Unit	Ongoing
-------------------	--------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • proper breath support and singing posture while sitting and standing • appropriate vowel formation • accurate diction, respiration, phonation and resonance • articulators, pure vowel sounds and consonants 	<ul style="list-style-type: none"> • distinguish between vocal parts and accompaniment • follow their part in a musical score, applying knowledge of notation symbols • apply tempo, dynamic, and articulation markings in performance. • respond to conductor's breathing and release cues • demonstrate diaphragmatic breathing and breath control • perform with pitch accuracy, good intonation, and a strong sense of tonality • sing independently within the ensemble • analyze posture of self, peers and professional performance • demonstrate pure and unified vowel formation, with tall round vowels, and clear consonant enunciation • audiate individual part • sing repertoire using solfege syllables • perform songs in multiple languages with appropriate diction, pronunciation and expression

Assessments:	<ul style="list-style-type: none"> • Italian Aria Performance, Regular Performance Tasks
Teacher Resources:	Sight Reading Factory, Various music theory resources, Vocal Warm-up Books, Italian Songs & Arias

Unit Title	Rhythm	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers select repertoire? • How does understanding the structure and context of musical works inform performance? • How do we discern the musical creators' and performers' expressive intent? 		
Standards	<p>Perform: <i>Select:</i> MU:Pr4.1.E.IIIa, <i>Analyze:</i> MU: Pr4.2.E.IIIa</p> <p>Respond: <i>Interpret:</i> MU:Re8.1.E.IIIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Rhythm literacy & counting 		
Key Vocabulary	<p>(notes and rests): whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter</p> <p>The following rhythmic combinations: dotted quarter-eighth, dotted eighth sixteenth, triplets</p> <p>Steady beat, time signature, measure, bar line, double bar line, repeat sign, counting</p>		

Unit Title	Rhythm	Length of Unit	Ongoing
-------------------	---------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • steady beat • rhythms including the following note values and rests: whole, half quarter, dotted half, dotted quarter, single eighth note, double eighth note, triplet, sixteenth note and combinations of these rhythms • various stylistic considerations for music based on its genre and/or time period 	<ul style="list-style-type: none"> • analyze the structure and context of varied musical works and their implications for performance. • develop personal interpretations that consider creators' intent. • analyze how the structure and context of varied musical works inform the response. • evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. • analyze and perform rhythms up to levels 5 in duple meter and level 4 in compound meter • identify and perform patterns presented in high school performance repertoire • explain and perform time signatures commonly found in high school repertoire • internalize a steady beat

Assessments:	<ul style="list-style-type: none"> • Regular Rhythm Formative Assessments
Teacher Resources:	Sight Reading Factory, Performance Repertoire, Solo Repertoire

Unit Title	Melody & Harmony	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How do performers interpret musical works? 		
Standards	<p>Perform: <i>Select: MU:Pr4.1.E.IIIa, Analyze: MU:Pr4.2.E.IIIa</i></p> <p>Respond: <i>Interpret: MU:Re8.1.E.IIIa</i></p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Time Signature, Clefs, Melody, Tempi, Dynamics, • Sight reading: Rhythmic and Tonal, Key Signature, • Expression Indicators, • Notation Symbols, Intervals 		
Key Vocabulary	<p>time signature, treble clef, bass clef, melodic contour, tempo, largo, allegro, andante, presto, vivace, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, dynamics, chord progression, solfege, major scale, minor scale, key signature, expression, harmony, melody, scale degree, diatonic functions, consonance, dissonance, chord, countermelody, descant, duet, trio, quartet</p>		

Unit Title	Melody & Harmony	Length of Unit	Ongoing
-------------------	-----------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • how to determine the melodic and harmonic parts of repertoire • the characteristics of melodic contour within typical high school repertoire • harmonic sequences in relation to expressive elements in the music • common chord progressions • dissonance vs. consonance • chord names in roman numerals • diatonic functions • scale degrees • solfege syllables in major and minor 	<ul style="list-style-type: none"> • analyze the structure and context of varied musical works and their implications for performance • develop personal interpretations that consider creators' intent • analyze melodic versus harmonic structure and contour in music and professional performances • identify common harmonic elements such as chords, countermelodies, and descants in music • analyze and perform common chord progressions with or without music • sing repertoire using solfege syllables • harmonize over a simple melody • visually and orally recognize and perform major and minor intervals • sight read level 4 melodies in compound meter and level 5 in duple meter

Assessments:	<ul style="list-style-type: none"> • Performance assessments of solo and ensemble repertoire, • Regular Sight Reading Interims,
Teacher Resources:	Sight-reading factory, Performance Repertoire, Solo Repertoire

Unit Title	Form	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How does understanding the structure and context of musical works inform performance? • How does understanding the structure and context of the music influence a response? • How do performers interpret musical works? • How does understanding the structure and context of the music influence a response? • How do we discern the musical creators' performers' expressive intent? 		
Standards	<p>Perform: <i>Interpret:</i> Mu:Pr4.3.E.IIIa</p> <p>Respond: <i>Select:</i> Mu:Re7.1.E.IIIa, <i>Analyze:</i> MU:Re7.2.E.IIIa, <i>Interpret:</i> MU:Re8.1.E.IIIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Structure, Unity and Variety, • Tension and Release, • Form, • Dynamics, • Articulation, • Mood 		
Key Vocabulary	AB, ABA, Binary, Ternary, Verse Chorus, Rondo, Theme & Variation		

Unit Title	Form	Length of Unit	Ongoing
-------------------	------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • response to music is informed by analyzing context and how creators and performers manipulate the elements of music • creators and performers provide clues to expressive intent through the use of elements and structures of music • common forms such as AB, ABA, Rondo, Theme & Variation, Verse Chorus 	<ul style="list-style-type: none"> • analyze the structure and context of varied musical works and their implications for performance. • analyze how the structure and context of varied musical works inform the response. • analyze the form of all music performed

Assessments:	<ul style="list-style-type: none"> • Formal and informal assessments of understanding of musical form
Teacher Resources:	Sight-reading factory, Solo & Performance Repertoire

Unit Title	Style & Expression	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do performers interpret musical works? • How does understanding the structure and context of the music influence response? 		
Standards	<p>Perform: <i>Interpret:</i> MU:Pr4.3.E.IIIa, <i>Present:</i> MU:Pr6.1.E.IIIa</p> <p>Respond: <i>Select:</i> MU:Re7.1.E.IIIa, <i>Analyze:</i> MU:Re7.2.E.IIIa, <i>Interpret:</i> MU:Re8.1.E.IIIa</p>		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Folk, Sacred, Secular, Popular, • Expression Markings, • Dynamics, Mood 		
Key Vocabulary	pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, fermata, sfz, fp, ritardando, accelerando, rallentando		

Unit Title	Style & Expression	Length of Unit	Ongoing
-------------------	--------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • response to music is informed by analyzing context and how creators and performers manipulate the elements of music • articulation markings including, but not limited to, staccato, legato, accents • dynamic markings commonly found in high school choral repertoire • musical symbols commonly found in high school choral repertoire 	<ul style="list-style-type: none"> • make interpretive decisions based on their understanding of context and expressive intent • judge performance based on criteria that vary across time, place and cultures • select musical works based on interests, experiences, understandings and purposes • provide clues to their expressive intent through the use of elements and structures of music • perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Assessments:	<ul style="list-style-type: none"> • Performance Assessments
Teacher Resources:	Sight Reading Factory, Solo & Performance Repertoire

Unit Title	Composing & Arranging	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? 		
Standards	Create: <i>Imagine:</i> MU:Cr1.1.E.IIIa, <i>Plan and Make:</i> MU:Cr2.1.E.IIIa, <i>Evaluate & Refine:</i> MU:Cr3.1.IIIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Rhythmic Composition, • Melodic Composition, • Harmony, • Melody 		
Key Vocabulary	fragmentation, imitation, improvisation, variation, augmentation, diminution, sound-silence, rhythmic phrasing		

Unit Title	Composing & Arranging	Length of Unit	Ongoing
-------------------	----------------------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources musicians creative choices are influenced by their expertise, context, and expressive intent notation elements necessary for successful musical composition background information about major choral composers as well as the composers of music studied in class 	<ul style="list-style-type: none"> evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria create an original piece of music that can be repeated and preserved either in notation or in a sound recording apply concepts of composition procedures including the development of musical ideas, such as fragmentation, imitation, sequencing, variation, augmentation-diminution, sound-silence, motion-stasis, and rhythmic phrasing compose an arrangement for SAB or SATB choir

Assessments:	<ul style="list-style-type: none"> Composition and performance of original or arranged piece for choir
Teacher Resources:	Various resourced based on student interest/needs

Unit Title	Improvisation	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians generate creative ideas? • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • When is creative work ready to share? 		
Standards	Create: <i>Imagine:</i> MU:Cr1.1.E.IIIa, <i>Plan and Make:</i> MU:Cr2.1.E.IIIa, <i>Evaluate and Refine:</i> MU:Cr3.1.IIIa, <i>Present:</i> MU:Cr3.2.E.IIIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Improvisation, • Choral Concepts of Improvisation, • Melodic Concepts of Improvisation, • Improving within Set Parameters 		
Key Vocabulary	Improvisation, chord progression, scales, melodic contour, key signature, time signature, major and minor scales		

Unit Title	Improvisation	Length of Unit	Ongoing
-------------------	----------------------	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> the creative ideas, concepts and feelings that influence musicians' work emerge from a variety of source musicians creative choices are influenced by their expertise, context, and expressive intent musicians presentation of creative work is the culmination of a process of creation and communication stylistic concepts commonly associated with improvisation choral, melodic and harmonic concepts commonly used in improvisation 	<ul style="list-style-type: none"> evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria present creative work as the culmination of a process of creation and communication create and perform spontaneously or in the moment, based on guidelines provided by the instructor analyze choral, melodic, and harmonic concepts

Assessments:	<ul style="list-style-type: none"> Improvisation performance based on specific guidelines
Teacher Resources:	Various resources as determined by the instructor and/or student needs

Unit Title	Performance Technique & Etiquette	Length of Unit	Ongoing
Inquiry Questions (Engaging & Debatable)	<ul style="list-style-type: none"> • How do musicians improve the quality of their performance? • When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response? • How do we discern the musical creators' and performers' expressive intent? • How do we judge the quality of musical work(s) and performance(s)? 		
Standards	Perform: <i>Rehearse, Evaluate and Refine:</i> MU:Pr5.1.E.IIIa, <i>Present:</i> MU:Pr6.1.E.IIa, <i>Interpret:</i> MU8.1.E.IIIa, <i>Evaluate:</i> MU:Re9.1.E.IIIa		
Unit Strands & Concepts	<ul style="list-style-type: none"> • Audience Etiquette and Performance Etiquette, • Concert Behavior, • Performance Quality 		
Key Vocabulary	stage presence, concert attire, rehearsal space, intermission		

Unit Title	Performance Technique & Etiquette	Length of Unit	Ongoing
-------------------	--	-----------------------	---------

Critical Content: My students will Know...	Key Skills: My students will be able to (Do)...
<ul style="list-style-type: none"> • Appropriate behavior and decorum before, during and after performance in which they are audience members as well as performers • characteristics that constitute a quality performance 	<ul style="list-style-type: none"> • express their musical ideas through analyzing, evaluating and refining their performance over time through openness to new ideas, persistence, and the application of appropriate criteria • judge performance based on criteria that vary across time, place and cultures. This context and how a work is presented influence the audience response • evaluate personal work and performances by analysis, interpretation and established criteria • demonstrate various aspects of contextually appropriate behavior, conduct, and appearance for a musical performance such as stage presence, etiquette, and appropriate attire • critique and prove that repertoire is ready for performance through self created guidelines • design criteria for post-performance reflection

Assessments:	<ul style="list-style-type: none"> • Self, Peer and Teacher Reflection, Student Performance
Teacher Resources:	Various resourced based on student interest/needs