

Unit II: Winter Concert
Swing Choir
24 Class Meetings

Created May 2021

Essential Questions

- How do musicians improve the quality of their performance?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- What makes a significant and meaningful performance?

Enduring Understandings with Unit Goals

EU 1: *Analysis of creators' context and manipulation of musical to provide insight into intent and inform performance.*

- Perform with adequate tone quality, intonation, and timbre.
- Improve on the understanding of theory and reading music while playing.
- Demonstrate personal growth in playing each week.

EU 2: Performers make interpretive decisions based on their understanding of context and expressive intent.

- Develop an understanding of the context of the music through prepared performances.
- Implement strategies to address technical challenges in a varied repertoire.
- Formulate an understanding of the context of the music.

EU3: Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.

- Perform varied repertoire in a culturally authentic manner.
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

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Standards

Common Core State Standards:

- **MU:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)
- **MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- **MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- **MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- **MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- **MU:Pr5.1.7a** Identify and apply collaboratively developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform
- **MU:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

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Unit Content Overview

1. Instrumental Performance

- Perform music in an expressive manner.
- Present an understanding of a quality performance.
- Perform 3-4 pieces for the Winter Concert.
- Vocabulary- meter, form, tempo, syncopation, arrangement, phrasing, dynamic, timbre, outro, accidental, tone, swung eighth notes, seventh chord, back beat,

2. Cultural and Societal Context of Music

- Relate music to historical or current events.
- Hypothesize how major events are impacted by music.
- Perform music for the Winter Concert in a culturally authentic manner.
- Vocabulary- Yorduba, sunrise song, Latin, requiem, folk song, Japanese, cultural responsiveness, Russian

Interdisciplinary Connection:

- Social Studies, ELA, Dance, Math, and Dance

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Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Explain the role and importance of culture in song.
- I can explain why learning to read music is more efficient than learning by rote.
- Demonstrate proper vowel and consonant production to make a unified sound.
- Sing *O Magnum* in its entirety focusing on the form and the rhythm.
- Sing the first 10 mm. of *Talking to the Moon* with note accuracy
- Sing the ending of *Talking to the Moon* with proper intonation and note accuracy.
- Sing a harmonic minor scale in solfege.
- I can understand what tools I can use to have a successful audition.
- Sing the bridge of *Talking to the Moon* focusing on note accuracy.
- Sing the first half of *Can't Help Falling In Love* with part independence.
- Sing the second half of *Can't Help Falling In Love* with part independence and note accuracy.
- Perform sections of *O Magnum* in accordance with the performance rubric.
- Sing the first verse of *Talking to the Moon* with note and rhythmic accuracy.
- Sing the first half of *Talking to the Moon* focusing on tempo and diction.
- I can sing *O Magum* , *Talking to the Moon* & *Can't Help Falling in Love* focusing on dynamic and phrasing.
- Perform all concert pieces as a whole ensemble and amend any problem spots in preparation for the Winter Concert.**
- Demonstrate and understand what elements are needed to give a good performance.
- Perform the Swing Choir pieces for the Winter Concert
- Reflect on both my own and the group performance of the Winter Concert, noting both strengths and needed improvements.

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Instructional Strategies/Differentiated Instruction

- Independent problem-solving
- Peer review
- Student performance
- Written/ verbal Feedback
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework

ELL Differentiated Instruction

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

Assessments

FORMATIVE ASSESSMENTS:

- Exit Slips
- Accountable Talk Discussions
- Critique, Modeling, and Adjustment
- Teacher observation and evaluation
- Peer evaluation
- Self-evaluation
- Audience response
- Group demonstrations
- Individual demonstrations
- Homework/ Practice Logs

SUMMATIVE ASSESSMENTS:

- Winter Concert Performance Task (EU1, EU2, EU3)
- Post-concert reflection (EU1, EU3)

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Unit Task

Unit Task Name: Winter Concert

Description: Students will perform 2-3 pieces for the Winter Concert. Performance will demonstrate an application of the musical knowledge they have received in Unit II. The concert will present a diverse array of music from the different cultures and time periods. Pieces will be performed in an authentic manner. Students will observe their performance the next class and complete a post-concert reflection which will incorporate their analyzing and listening skills to critique both their own personal performance, and the performance of the group.

Evaluations: Post-concert Reflection and Performance Scoring Guide in 2022-2023 school year

Unit Resources

- Sheet Music of 2-3 pieces
- Musical instruments and accessories
- Worksheets
- Smart Music
- Laptops
- Supplemental videos or clips (YouTube)
- Google Forms
- *O Magnum Mysterium* – Evan Ramos
- *Talking to the Moon* – Bruno Mars
- *101 Rounds for Singing*- West Publishing