



Grade 9/10 Chorus - Unit 1 - Singing Vocal Parts Independently

Unit Focus

Welcome to Chorus! Chorus teaches students the importance and necessity of unity and teamwork. Together they experience the satisfaction of achieving excellence over time through hard work and discipline. In this first unit, students will explore their own vocal range and learn to sing their vocal part independently against other parts.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Traditional and Emerging Ensembles: Intermediate <ul style="list-style-type: none">Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. (MU:Pr4.1.E.8a)Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (MU:Pr4.2.E.8a)Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. (MU:Pr5.1.E.8a)Describe how understanding context and the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.8a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG. 1.2)Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<i>Students will be able to independently use their learning to...</i> T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 each vocal part plays a vital role in the creation of harmony U2 changing adolescent voices and ranges will impact each person's vocal part.	<i>Students will keep considering...</i> Q1 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress? Q2 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the difference between range vs tessitura. K2 which vocal part their voice falls into. K3 the vocal parts - soprano, alto, tenor, bass. K4 the syllables and relative pitches of the solfege scale. K5 basic rhythms, both notes and rests.	<i>Students will be skilled at...</i> S1 reading and following their vocal part. S2 singing their vocal part independently against other vocal parts. S3 performing with correct notes and intonation. S4 performing at the appropriate tempo. S5 performing rhythmic patterns, using whole, half, and quarter notes. S6 performing with correct solfege syllables (Do-Sol).