



Grade 9-12 Show Choir (VIBE) - Unit 1 - Rehearsing, Evaluating, and Refining Vocals and Choreography

Unit Focus

Daniel Hand High School's VIBE Show Choir is a competitive and nationally ranked song and dance choir that travels the Northeast and beyond to compete against some of the best Show Choirs in the nation. In this first unit, students will learn, rehearse, evaluate, and refine a varied repertoire of vocal arrangements and choreography in preparation for performance of the years competition show.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p>National Core Arts Standards</p> <p>Dance: HS Proficient</p> <ul style="list-style-type: none">Develop partner and ensemble skills that enable contrasting level changes through lifts, balances, or other means while maintaining a sense of spatial design and relationship. Use space intentionally during phrases and through transitions between phrases. Establish and break relationships with others as appropriate to the choreography. (DA:Pr4.1.HSI.a)Use syncopation and accent movements related to different tempi. Take rhythmic cues from different aspects of accompaniment. Integrate breath phrasing with metric and kinesthetic phrasing. (DA:Pr4.1.HSI.b)Connect energy and dynamics to movements by applying them in and through all parts of the body. Develop total body awareness so that movement phrases demonstrate variances of energy and dynamics. (DA:Pr4.1.HSI.c) <p>Music Traditional and Emerging Ensembles: HS Accomplished</p> <ul style="list-style-type: none">Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. (MU:Pr5.1.E.II.a) <p>Music Traditional and Emerging Ensembles: Intermediate</p> <ul style="list-style-type: none">Describe how understanding context and the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.8a) <p>Madison Public Schools Profile of a Graduate</p> <ul style="list-style-type: none">Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)Self-Awareness: Examining current performance critically to identify steps/strategies to persist. (POG.4.1)	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent</p> <p>T2 Make appropriate choices as a responsible, respectful participant within a communal artistic experience</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 knowing proper terminology will make the rehearsal more effective.</p> <p>U2 the process of rehearsing, evaluating, and refining is ongoing and essential to a quality performance.</p> <p>U3 persistence and openness to new ideas are critical to growth</p>	<p><i>Students will keep considering...</i></p> <p>Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?</p> <p>Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I’m making progress?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 dance Vocabulary (centering, quartering, and splitting a riser, plie, pas de bourree, ball change, releve)</p> <p>K2 how to use a Number Line.</p> <p>K3 vocal vocabulary (balance, blend, projection, diction, dynamics, tall vowels, phrasing, tone quality, head voice, chest voice, timbre)</p>	<p><i>Students will be skilled at...</i></p> <p>S1 following the choreographers instructions and making refinements using proper vocabulary.</p> <p>S2 following the teachers instructions and making refinements using proper vocabulary.</p> <p>S3 singing and dancing in a group setting.</p>		