Grade 9-12 Waes Haeil - Rehearse, Refine, Perform and Critique
Advanced Chamber Style Vocal Music

Unit Focus

This highly selective vocal ensemble will rehearse and perform advanced classical literature from the 16th century to the present. The one trimester class will challenge students and expose them to a wide variety of both new and familiar music. Students practice and perform music in various languages and from various cultures. This course will culminate in a live performance in May.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards

Music Traditional and Emerging Ensembles: HS Advanced

- Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience. (MU:Pr4.3.E.III.a)
- Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (MU:Pr5.1.E.III.a)
- Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. (MU:Pr6.1.E.III.a)
- Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. (MU:Pr6.1.E.III.b)

Madison Public Schools Profile of a Graduate

- 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)

Transfer

Students will be able to independently use their learning to...

T1 Develop and refine techniques and skills through purposeful practice and application to become more fluent

T2 Create works of art to personally engage in the artistic process and/or communicate meaning

T3 Engage in critique to inform next steps or deepen examination of an artistic work

Meaning

Understanding(s)

Students will understand that...

U1 musicians' creative choices are influenced by their expertise, context, and expressive intent.

U2 musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

U3 singing a wide range of music spanning across different difficulties, genres, composers, and musical eras enhances individual and group sound.

U4 singing with proper vocal technique enhances individual and group sound (posture, vowel formation, resonance, breath control).

U5 balance and blend within each section and the overall ensemble enhances choral sound.

U6 additional vocal parts/harmonies are used to create advanced layers and textures.

Essential Question(s)

Students will keep considering...

Q1 How did it go / how did it turn out so far? How does it measure up to the established criteria? What is important to focus on next?

Q2 How does knowing more about the topic change or deepen my understanding?

Q3 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?

Q4 What is important for me to communicate? When should the work stand on its own?

Stage 1: Desired Results - Key Understandings		
	Acquisition of Knowledge and Skill	
	Knowledge	**Skill(s)**
	Students will know... **K1** what musical elements determine if a piece needs refinement (intonation, balance, blend, tone, rhythm, dynamics) **K2** proper music terminology to analyze rehearsals. **K3** that using proper music terminology, to analyze rehearsals, is an efficient way to critique. **K4** a combination of listening to others in the ensemble and watching the conductor aids in a successful performance **K5** Conducting patterns in 4/4, 6/8, cut time, 5/4, and 5/8. **K6** the conducting terms “Preparation”, “Ictus”, “Rebound”	*Students will be skilled at...* **S1** using vocabulary, identifying whether or not a piece is performance ready. **S2** determining what aspects of the piece needs refinement. **S3** refining their individual parts in order to prepare a quality performance for an audience. **S4** refining the ensemble sound as a whole in order to prepare a quality performance for an audience. **S5** following conducting patterns. **S6** using aural skills to balance and blend within the ensemble.