



Grade 11/12 Concert Choir - Unit 3 - Rehearse, Evaluate and Refine

Unit Focus

In this final unit, students will analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria. Our musicians will learn to listen critically in order to identify areas that need refinement within their performances. Students will demonstrate the worth of personal critique through self assessment of their spring concert, which is the culminating performance of the year

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards Music Traditional And Emerging Ensembles: HS Proficient <ul style="list-style-type: none">Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. (MU:Pr4.2.E.I.a)Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.I.a)Develop strategies to address expressive 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.I.a)Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. (MU:Pr6.1.E.I.a)Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. (MU:Pr6.1.E.I.b)Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.I.a)Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context. (MU:Re9.1.E.I.a) Madison Public Schools Profile of a Graduate <ul style="list-style-type: none">Design: Engaging in a process to refine a product for an intended audience and purpose. (POG.2.2)	<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 Engage in critique to inform next steps or deepen examination of an artistic work	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 the process of rehearsing, evaluating, and refining is ongoing and essential to a quality performance. U2 persistence and openness to new ideas are critical to growth. U3 approaching music with an openness to new ideas. U4 singing a wide range of music spanning across different difficulties, genres, composers, and musical eras enhances individual and group sound. U5 the process of analyzing rehearsals is essential in improving the overall performance. U6 progress over perfection.	<i>Students will keep considering...</i> 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?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 what musical elements determine if a piece needs refinement (intonation, balance, blend, tone, rhythm, dynamics).	<i>Students will be skilled at...</i> S1 using vocabulary, identifying whether or not a piece is performance ready.

Stage 1: Desired Results - Key Understandings

- Collective Intelligence: Working respectfully and responsibly with others, exchanging and evaluating ideas to achieve a common objective. (POG.3.1)

K2 proper music terminology to analyze rehearsals.
K3 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.

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.