Grade 11/12 Concert Choir - Unit 2 - Further Enhancing the Choral Sound

Unit Focus

Through advanced choral literature in a variety of styles and genres, in this unit, students will further explore ways that basic theory, dissonant writing, dynamics, balance, blend and vocal technique can enhance the ensemble sound.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Intermediate

- 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)
- Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.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)
- Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles . (MU:Pr6.1.E.8a)
- Demonstrate an understanding of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.8b)

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

Meaning

Understanding(s)

Students will understand that...
U1 knowing basic theory (note names/rhythms/ dynamics) translates into better score reading.
U2 singing with proper vocal technique enhances individual and group sound.
U3 proper vocal technique includes posture, vowel formation, resonance, and breath control
U4 using aural skills to balance and blend within each section and overall ensemble enhances choral sound.

Essential Question(s)

Students will keep considering...
Q1 What does quality look/feel/sound like? How do I fine tune my work for and with an audience?
Q2 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 the following music theory: note names on the treble and bass clefs, whole, dotted half, half, dotted quarter, quarter, eighth note rhythms, ties, dynamics.
K2 how to create an appropriate choral sound based on the style and genre of the piece being learned.
K3 the following vocabulary as it pertains to vocal singing: falsetto, audiate, vibrato, glissando, scooping, glottal attack, growl

Skill(s)

Students will be skilled at...
S1 identifying note names, beat duration, and dynamics.
S2 proper breath support, resonance, and vowel formation.
S3 Identifying the difference between balance and blend.
S4 correcting issues within balance and blend using vocal technique and aural skills.