



Grade 11/12 Concert Choir - Unit 1 - Singing Advanced Vocal Parts Independently

Unit Focus

In this first unit, students will explore advanced choral literature and learn to sing their vocal part independently against other parts, continuing to develop vocally, both as an individual and an ensemble member.

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 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) 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) 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 an understanding of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.8b) 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	
	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. U3 additional vocal parts/harmonies are used to create advanced layers and textures	<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?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 the difference between dissonance and consonance. K2 which split vocal part their voice falls into (i.e. soprano 1, soprano 2) K3 the term divisi.	<i>Students will be skilled at...</i> S1 splitting each vocal part into multiple parts. (i.e. soprano 1, soprano 2) S2 singing their vocal part independently against an increased number of vocal parts in dissonant and consonant music. S3 singing repertoire with an expanded vocal range for each singer.