

**YEAR AT A GLANCE:** *High School Chorus: Concert Choir, HenHud Harmonizers, Treble Makers*  
 (updated Dec 2022)

	<u>UNIT 1</u>	<u>Unit 2</u>
<b>Title</b>	Winter Concert	Spring Concert and Music in the Parks (Competition)
<b>Unit Length</b> <i>(weeks taught)</i>	20 Weeks	20 Weeks
<b>Performance Task</b> <i>(e.g., Persuasive Essay, DBQ, Nutritional Analysis, etc.)</i>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> <li>• Small group and individual instruction</li> </ul>
<b>Enduring Understanding</b> <i>(The big ideas, the “why” we include these ideas)</i>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers’ interest in and knowledge of musical works, understanding of their own</li> </ul>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians’ work emerge from a variety of sources.</li> <li>• Musicians’ creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians’ presentation of creative work is the culmination of a process of creation and communication.</li> <li>• Performers’ interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of</li> </ul>

	<p>technical skill, and the context for a performance influence the selection of repertoire.</p> <ul style="list-style-type: none"> <li>● Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>● Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>	<p>repertoire.</p> <ul style="list-style-type: none"> <li>● Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>● Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.</li> <li>● Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music.</li> <li>● Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.</li> <li>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.</li> <li>● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>
<p><b>Essential Questions</b> (What do we want students to think about)</p>	<ul style="list-style-type: none"> <li>● What does a great chorus sound like?</li> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> </ul>	<ul style="list-style-type: none"> <li>● What does a great chorus sound like?</li> <li>● Does music reflect culture or shape it?</li> <li>● What criteria would you use to (assess, define, explore) a culture through its music?</li> <li>● Does exposure to art, music and dance have</li> </ul>

- Does exposure to art, music and dance have an effect on our unique world-view or perception?
- How does one cultivate and realize their potential to express themselves through music?
- How does participation in a performing ensemble prepare you for life outside of school?
- Why/how is music literacy valuable?
- What is the advantage of being musically literate?
- What is the advantage of being able to interpret musical notation?
- What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?
- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance ready to be presented/performed?
- How do context and the manner in which musical work is presented influence audience response?
- How does understanding the structure

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  - How do musicians improve the quality of their performance?
  - When is a performance ready to be presented/performed?
  - How do context and the manner in which musical work is presented influence audience response?
  - How does understanding the structure and context of the music influence a response (enjoyment, satisfaction, understanding)?
  - How do we discern the musical creators' and performers' expressive intent?
  - How do we judge the quality of musical work(s) and performance(s)?

	<p>and context of the music influence a response (enjoyment, satisfaction, understanding)?</p> <ul style="list-style-type: none"><li>● How do we discern the musical creators' and performers' expressive intent?</li><li>● How do we judge the quality of musical work(s) and performance(s)?</li><li>● How do musicians make meaningful connections to creating, performing, and responding?</li><li>● How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</li></ul>	<ul style="list-style-type: none"><li>● How do musicians make meaningful connections to creating, performing, and responding?</li><li>● How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?</li></ul>
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