

**YEAR AT A GLANCE:** Performance Ensembles - MIDDLE SCHOOL CHORUS

|                               | <u>UNIT 1</u>   | <u>UNIT 2</u>   |
|-------------------------------|---|---|
| <b>Title</b>                  | Winter Concert  | Spring Concert  |
| <b>Unit Length</b>            | 20 Weeks  | 20 Weeks  |
| <b>Performance Task</b>       | <ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> </ul>  | <ul style="list-style-type: none"> <li>• Public performance of practiced repertoire</li> </ul>  |
| <b>Enduring Understanding</b> | <ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• 4.2 Analyzing creators' context and how they manipulate elements of music provides insight</li> </ul> | <ul style="list-style-type: none"> <li>• 1.1 The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• 2.1 Musicians' creative choices are influenced by their expertise, context, and expressive intent.</li> <li>• 3.1 Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• 3.2 Musicians' presentation of creative work is the culmination of a process of creation and communication.</li> <li>• 4.1 Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• 4.2 Analyzing creators' context and how they manipulate elements of music provides insight</li> </ul> |

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- 4.3 Performers make interpretive decisions based on their understanding of context and expressive intent.
- 5.1 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.
- 6.1 Musicians judge expression and technique in prepared performances by using criteria that vary across time, place, and culture. The context and how a work is presented influence the audience response
- 7.1 Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- 7.2 Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- 8.1 Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- 9.1 The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- 10.1 The multidimensional system of music allows us to uniquely express and reflect upon ideas, opinions, aesthetic values, and human sentience. Musicians draw upon universal themes, disciplinary and interdisciplinary

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| <p><b>Essential Questions</b></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> <li>● Does the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How does sharing creative musical ideas demonstrate expressive intent?</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 the exposure to the art, music and dance have an affect on our unique world-view or perception?</li> <li>● How does one cultivate and realize their potential to express themselves through music?</li> <li>● How does participation in a performing ensemble prepare you for life outside of school?</li> <li>● Why/how is music literacy valuable?</li> <li>● What is the advantage of being musically literate?</li> <li>● What is the advantage of being able to interpret musical notation?</li> <li>● What is the value in knowing about the different interpretations associated with the performance of specific style/genres, historical periods or cultures?</li> <li>● How do musicians generate creative ideas?</li> <li>● How do musicians make creative decisions?</li> <li>● How do musicians improve the quality of their creative work?</li> <li>● How does sharing creative musical ideas</li> </ul> |

- What personal purpose does sharing musical ideas serve?
- 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?
- How are expressive intent and technical accuracy demonstrated through the sharing of prepared musical works?
- How do context and the manner in which musical work is presented influence audience response?
- How do individuals choose music to experience?
- 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 does music deepen ur understanding of ourselves, promote creative expressions and encourage productive collaboration?
- What inspires and informs the creative work of musicians?
- How does music help us understand the lives of people of different times, places and cultures?
- How does music help preserve personal and

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- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

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