



Grade 6 Chorus Foundations - Unit 3 - Terminology and Expression

Unit Focus

This final unit focuses on ensemble skill development, with a focus on the integration of musical expression. Students will learn how their individual contribution comes together toward the success of the group, providing them with a deeper awareness of the concepts that are integral to the success of a collaborative vocal performance.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards General Music: 6 <ul style="list-style-type: none">Explain how understanding the structure and the elements of music are used in music selected for performance. (MU:Pr4.2.6.a)When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch, articulation, and dynamics. (MU:Pr4.2.6.b) Music Traditional and Emerging Ensembles: Novice <ul style="list-style-type: none">Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. (MU:Cr3.1.E.5a)Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. (MU:Cr3.2.E.5a)Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. (MU:Pr4.2.E.5a)Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances. (MU:Pr4.3.E.5a)Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. (MU:Pr5.3.E.5a)Demonstrate an awareness of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.5b)Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (MU:Re7.2.E.5a)	<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 Make appropriate choices as a responsible, respectful participant within a communal artistic experience T3 Examine a topic or genre to better understand a piece of art or artist in relation to time and place	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 there is both an individual skillset and group skillset when performing in an ensemble. U2 the tonality of a piece influences its mood and style. U3 there are distinguishing characteristics that define music from different styles, genres, cultures, and time periods. U4 following a rehearsal routine aids in the successful preparation for a performance.	<i>Students will keep considering...</i> Q1 K-3: What does quality look/feel/ sound like? 4-12: What are the established conventions of the art form/genre/style? What is the impact of those conventions on the piece? Q2 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? Q3 In what ways does posture enable effective performance?
	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
	<i>Students will know...</i> K1 voicing refers to the number of vocal parts, and arrangement of those parts, in a piece of music.	<i>Students will be skilled at...</i> S1 singing in various arrangements as determined by the repertoire.

Stage 1: Desired Results - Key Understandings

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)

K2 genre is a category that identifies some pieces of music as belonging to a shared tradition or set of conventions.

K3 the following vocabulary: voicing, unison, 2-part, divisi, soprano, alto, tenor, baritone, genre, a cappella, accompaniment, dynamics, forte, mezzo forte, mezzo piano, piano, crescendo, decrescendo, major tonality, minor tonality, pentatonic.

K4 appropriate concert etiquette.

K5 how to follow gestures of the conductor, including attacks and releases.

K6 appropriate blending in a choral setting.

S2 performing music in various major and minor modes and pentatonic tonalities.

S3 self-accompanying on classroom instruments and body percussion.

S4 performing the characteristic style of the music.

S5 labeling, counting, and clapping rhythmic examples, with more varied rhythmic values, within the ensemble setting (group).

S6 sight-reading in the keys of C and F major within an 8 note range, with varied rhythmic values.