



Grade 6 Chorus Foundations - Unit 2 - Musical Literacy

Unit Focus

In this unit, students build the connection between the printed page and basic musical expression as it pertains to vocal performance. Musicians will be able to follow a vocal score, recognizing the musical elements that are important to create a successful performance. Students will work to develop skills that focus on singing as an ensemble, such as balance, blend, phrasing and group collaboration.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
National Core Arts Standards 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) 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) Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. (MU:Pr6.1.E.5a) Demonstrate an awareness of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.5b) Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. (MU:Re8.1.E. 5a) 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) 	<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 Capture the feeling or emotional response which an artistic piece elicits	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 musicians must listen and produce music at the same time. U2 the successful application of the elements of music demonstrate artistic proficiency. U3 proper breathing is determined by musical phrasing. U4 visualizing phrases by placing breath marks in sheet music allows for reinforcement of appropriate musicality. U5 there is a connection between inhalation and air stream with phrase length. U6 following a rehearsal routine aids in the continued development of a musician.	<i>Students will keep considering...</i> Q1 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? Q2 How does knowing more about the topic change or deepen my understanding? Q3 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 basic components of music: clef, time signature, key signature, part recognition, grand staff. K2 the difference between good tone and poor tone.	<i>Students will be skilled at...</i> S1 following melody with text. S2 learning vocal music through written notation.

Stage 1: Desired Results - Key Understandings

K3 the following vocabulary: partner songs, canon, style, clef (treble), key signature, time signature, grand staff, measure, bar line, sixteenth notes, phrase/phrasing, tie, percussion.

K4 folk songs of world cultures.

K5 the elements of a 2 part score.

K6 various patriotic songs.

K7 long vs. short notes and patterns.

K8 the notes on the treble clef.

K9 the staff is a sequential system used to read notes with five lines and four spaces.

K10 the vertical note placement on the staff aligns with the aural pitches that are sung/ heard. (high placement = higher pitch; low placement = lower pitch)

S3 recognizing musical symbols as it pertains to the music literature.

S4 speaking rhythms, using traditional notation, as it pertains to the music literature.

S5 notating proper placement of breath marks in sheet music.

S6 sight-reading in keys of C and F within an 8 note range.

S7 breathing at the appropriate times as it pertains to the musical phrases.

S8 using percussion (body/classroom) to develop musical independence within an ensemble setting.

S9 reading and following their own part within a 2 part score.

S10 labeling, counting, and clapping rhythmic examples, with expanded rhythmic values, while maintaining a steady beat.