Pequea Valley School District
Music

Unit 1:Music Reading **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will know how to sight sing examples out of the Renaissance sight singing series, while also demonstrating the ability to read music in their choral scores/octavos.

Unit Essential Question(s)

- Many musicians say, I learn music by ear, but how can understanding to read standard notation enhance your well roundedness as a musician?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
  - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 90

Tier 3 Vocabulary (Content specific vocabulary)

- Solfege Syllables
- Curwen Hand Signs

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Correctly sing learners' voice part to pieces of standard choral literature
- Read and perform rhythmic notation and recognize patterns
- Recognize and perform from memory sequential passages utilizing solfege syllables (Do, Re, Mi...etc.)
- Recognize and demonstrate Curwin hand signs applied to solfege syllables
- Read and sing on sight singing melodies of varying difficulty

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to identify key signatures, find "Do", and sight read rhythms and pitches, as a section, in their sight singing examples and scores.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will be able to sight sing examples out of the Renaissance sight singing series, and will be able to read their choral scores and octavos during the rehearsal setting.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 2: Critical Listening and Analysis **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?
Learners will need to know the different era's of music and what components are included in the era's musical style.

Unit Essential Question(s)

- How does listening to music help us analyze the style, or discern the era it was composed?

Keystone Eligible Content/PA Core Standard

- Standard - 9.3.12.A
  - Explain and apply the critical examination processes of works in the arts and humanities.

Pacing: Approximate number of class sessions per unit

- 20

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Analyze and evaluate performances of choral music
- Analyze the form, style, and composers' individual characteristics of standard choral literature to be performed

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to listen to music critically, while also discerning the style and era it was created.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will need to demonstrate the ability to listen to and analyze a piece of music (choral) from several eras.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 3: Rehearsal Responsibilities **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners need to understand how to rehearse professionally, while maintaining a safe and respectful atmosphere.

Unit Essential Question(s)

- How does an organized, respectful, safe rehearsal space enhance our ensemble's music making?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.A
  - Know and use the elements and principles of each art form to create works in the arts and humanities.
- Standard - 9.1.12.G
  - Analyze the effect of rehearsal and practice sessions.

Pacing: Approximate number of class sessions per unit

- 90, ongoing

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Respond accordingly to a conductor's indications
- Assume individual responsibility for group goals
- Exhibit appropriate, safe stage and audience behavior in a concert setting
- Classroom Rules
- Rehearsal Procedures

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will understand and follow the rules, expectations, and guidelines of the professional choral rehearsal.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will demonstrate professional behavior as they rehearse and perform choral music in the rehearsal space and during the concert performances.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 4: Diction | **Course: Chamber Singers** | **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?
Learner's need to know that consonants and vowels are sung differently than spoken.

Unit Essential Question(s)

- How does shaping vowels while singing help our overall diction?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
  - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Open Vowels
- Closed Vowels
- Voiced Consonants
- Unvoiced Consonants
- Diphthongs
- Triphthongs

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Analyze, explain and perform vowel sounds in their pure, combined, and modified forms
- Analyze, explain and perform consonant sounds

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand that when singing, the beauty is in the vowel, the meaning is in the consonants.
- Learners will need to differentiate between voiced and unvoiced consonants.
- Learners will need to differentiate between opened and closed vowels.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will be able to sing individually, and in their vocal sections, using correct placement of the open and closed vowels and using correct voiced and unvoiced consonants to produce clear, understandable, and accurate diction in several languages.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 5: Concert Performance **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?
Learners will need to know how to successfully perform in a public concert performance.

Unit Essential Question(s)

- How does our appearance as an ensemble enhance our professionalism?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
  - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 2-4, possibly more

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Perform pieces in at least two public concerts per school year
- Exhibit appropriate stage and audience behavior in a concert setting

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how to stand in concert formation and other formations with correct standing posture while singing.
- Learners will need to understand how to perform and conduct themselves in a professional matter while performing with the ensemble in a public concert performance.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will successfully perform, with their ensemble, at least 2 public concerts.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 6: Vocal Technique **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners will need to know techniques that promote exceptional quality, and healthy singing that is appropriate for the age of the singer.

Unit Essential Question(s)

- How does singing with correct posture and placement promote a healthier voice?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.B
  - Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Pacing: Approximate number of class sessions per unit

- 90, ongoing

Tier 3 Vocabulary (Content specific vocabulary)

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Produce a vocal tone with correct breath support and focal placement

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners need to understand posture and breath support to ultimately produce a healthy, focused, supported vocal tone.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will demonstrate, through rehearsal and concert performance, correct and healthy vocal technique, so as to ultimately produce a tone that blends and appropriately displays a professional choral singer.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.

Pequea Valley School District
Music

Unit 7: The Vocal Mechanism **Course: Chamber Singers** **Grade: 10-12**

Planning the Focus Based on the Desired Result

What do you want all students to know, understand and do by the end of the unit?

Learners need to know the parts of the body used for vocal production, and how these parts function.

Unit Essential Question(s)

- How does understanding the anatomy of the human voice help your vocal production?

Keystone Eligible Content/PA Core Standard

- Standard - 9.1.12.A
  - Know and use the elements and principles of each art form to create works in the arts and humanities.

Pacing: Approximate number of class sessions per unit

- 45

Tier 3 Vocabulary (Content specific vocabulary)

- Larynx
- Tongue
- Lips
- Diaphragm
- Lungs
- Ribcage
- Soft palate
- Hard palate
- Trachea
- Epiglottis
- Vocal Folds

Know - What do students need to **know** in order to be able to do and understand? ***List concepts, such as facts, formulas, key vocabulary and knowledge "nuggets".***

- Describe the typical changes which occur in the adolescent voice
- Identify the parts of the body used in vocal production and explain their function

Understand - What do students need to **understand**? What is the **big idea**? ***List broad concepts or "big ideas" in a statement of enduring understanding.***

- Learners will need to understand how the human voice functions, and should also understand and label the parts of the body that are used to phonate.

Learning Outcome - What do students need to be able to **accomplish** by the unit's end? ***Culmination Assessments embedding skills and competencies***

- Learners will be able to demonstrate their knowledge of the vocal anatomy by participating in vocal exercises and completing written assessments.

Software/Resources:

Learner Agency:

- Learner Agency possesses the mindset and know-how to act in a manner which empowers and positions learners for a life-time of learning.