Grade 7/8 Chorus - Unit 3 - Reading the Choral Score

Unit Focus

This unit will focus on intermediate musical literacy skills - the ability to read and write musical ideas through standard western music notation. Students will use the appropriate, intermediate musical terminology in understanding the elements of a musical score. Proficiency includes application of knowledge to score reading and rehearsals.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards

General Music: 7

- When analyzing selected music, read and identify by name or function standard symbols for rhythm, pitch articulation, dynamics, tempo, and form. (MU:Pr4.2.7.b)
- Identify and apply collaboratively-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, and interest) to rehearse, refine, and determine when the music is ready to perform. (MU:Pr5.1.7.a)
- Perform the music with technical accuracy and stylistic expression to convey the creator's intent. (MU:Pr6.1.7.a)

Music Traditional and Emerging Ensembles: Intermediate

- Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. (MU:Pr4.2.E.8a)
- Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. (MU:Pr4.3.E.8a)
- Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. (MU:Pr5.1.E.8a)
- Demonstrate an understanding of the context of the music through prepared and improvised performances. (MU:Pr6.1.E.8b)
- Describe how understanding context and the way the elements of music are manipulated inform the response to music. (MU:Re7.2.E.8a)
- Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. (MU:Re8.1.E. 8a)

Transfer

Students will be able to independently use their learning to...

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)

Students will understand that...

U1 applying their knowledge of music literacy to perform a musical piece is important for success as an ensemble.

U2 reading a musical score allows musicians to communicate together.

U3 the successful application of the elements of music demonstrate artistic proficiency.

U4 notated music extends above and below the 5 lines and 4 spaces of a staff.

Essential Question(s)

Students will keep considering...

Q1 How much freedom do I have to be creative and also work within established criteria?

Q2 What does quality look/feel/ sound like? How do I fine tune my work for and with an audience?

Q3 What am I learning or have I learned from creating this work of art?

Q4 What (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?

Q5 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?

Q6 How does knowing more about the topic change or deepen my understanding?

Stage 1: Desired Results - Key Understandings

Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)

Acquisition of Knowledge and Skill

Knowledge	Skill(s)
Students will know... **K1** how to follow a voice part in a choral octavo containing one, two and/or three voice parts. **K2** how to interpret standard notation, including melodic and rhythmic elements. **K3** the notes and range of both the treble and bass clefs. **K4** the following vocabulary: ledger lines, grand staff, ties, dotted rhythms, sixteenth note rhythms **K5** the form or "roadmap" of interpreting a score. **K6** the following vocabulary pertaining to the form: D.C, D.S, Fine, Coda, 1st and 2nd endings, chorus, verse, bridge.	*Students will be skilled at...* **S1** vocally performing standard notation, including melodic and rhythmic elements. **S2** performing using their knowledge within a musical score. **S3** demonstrating their knowledge of all components of a time signature. **S4** identifying note names on the staff in both treble and bass clefs, and identifying note names on the ledger lines. **S5** speaking rhythms, using traditional notation, as it pertains to the music literature. **S6** labeling, counting, and clapping rhythmic examples, with expanded rhythmic values, while maintaining a steady beat. **S7** reading and following their own part within a 3 part score.