Grade 7/8 Chorus - Unit 2 - Balance & Blend

Unit Focus

This unit will focus on intermediate ensemble skills of balance and blend. This will include the principles of cooperation and teamwork to achieve a common goal within an ensemble. Students will balance listening and singing together within an ensemble.

Stage 1: Desired Results - Key Understandings

Standard(s)

National Core Arts Standards
Music Traditional and Emerging Ensembles: Novice

- Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. (MU:Pr4.1.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)
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. (MU:Pr5.3.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)

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)
- Product Creation: Effectively use a medium to communicate important information. (POG.3.2)

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 listening to others while singing is beneficial, to adjust the volume and balance within the ensemble.
U2 adjusting tone quality in both chest voice and head voice is necessary to achieve proper blend within the ensemble.
U3 blend focuses on the uniformity of tone quality across all voices.
U4 balance refers to the relative volume of each voice section, where no part is significantly louder than another.

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 (skill/technique) am I focusing on? How do I get better at this? How do I know I'm making progress?
Q4 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?
Q5 What am I seeing/feeling in this piece? What inferences can I make?

Acquisition of Knowledge and Skill

Knowledge

Students will know...
K1 that healthy vocal techniques affect singing and tone production.
K2 the physiological connection between the body and voice at the adolescent age.

Skill(s)

Students will be skilled at...
S1 blending in unison, two-part harmony and three-part harmony.
S2 demonstrating the ability to listen to others while singing by adjusting volume to balance within the ensemble.

Stage 1: Desired Results - Key Understandings		
	K3 the difference between balanced and unbalanced blend within an ensemble	**S3** demonstrating the ability to adjust tone quality in both chest voice and head voice to blend within the ensemble. **S4** demonstrating the ability to blend in unison and balance in two-part harmony and three-part harmony. **S5** producing accurate vowels in order to hear and produce pitches with others. **S6** performing with clarity of consonants and expressiveness of text within an ensemble.