Unit 1: I Love to Sing!

Chorus

Revised June 2026

Essential Questions

- How do we employ our knowledge of our instrument and technique to practice healthy singing?
- How do musicians improve the quality of their vocal production?
- How do performers interpret musical works?

Enduring Understandings with Unit Goals

EU 1: Analysis of creators' context and manipulation of music to provide insight into intent and inform performance.

- Perform with adequate tone quality, intonation, and timbre.
- Develop a better understanding of theory and reading music while playing.
- Demonstrate growth as a musician through practice, analysis, and editing.

EU 2: Understanding and application of bel canto vocal pedagogy.

- Coordinate posture, breath support, and laryngeal placement for healthy resonant vocal production
- Analyze, critique, and edit improvisational performance.

EU3: Development of critical listening skills for proper vocal execution.

- Interpret pitch, rhythm, and intonation to find proper blend in group singing.
- Coordinate musical phrases in a creative and expressive manner.

Unit 1: I Love to Sing!

Chorus

Revised June 2026

Standards

Common Core State Standards:

- **MU:Pr5.3.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:Pr4.3.8a** Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing)
- **MU:Pr6.1.7a** Perform the music with technical accuracy and stylistic expression to convey the creator's intent.
- **MU:Pr6.1.7b** Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, and context.
- **MU:Re7.2.7b** Identify and compare the context of music from a variety of genres, cultures, and historical periods.
- **MU:Pr6.1.E.5b** Demonstrate an understanding of the context of the music through prepared and improvised performances.
- **MU:Re7.2.8a** Compare how the elements of music and expressive qualities relate to the structure within programs of music.
- **MU:Pr5.1.7a** 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:Re7.2.7a** Classify and explain how the elements of music and expressive qualities relate to the structure of contrasting pieces.

ISAAC Vision of the Graduate Competencies

Competency 1: Write effectively for a variety of purposes.

Competency 2: Speak to diverse audiences in an accountable manner.

Competency 3: Develop the behaviors needed to interact and contribute with others on a team.

Competency 4: Analyze and solve problems independently and collaboratively.

Competency 5: Be responsible, creative, and empathetic members of the community.

.

Unit 1: I Love to Sing!

Chorus

Revised June 2026

Unit Content Overview

1. Vocal Pedagogy

- Sing with proper, healthy technique.
- Demonstrate an understanding of the vocal and breathing apparatus relating to proper efficient vocal production.
- Critique and analyze vocal health and technique of various vocal performances.
- Vocabulary: Bel canto, breath support, intercostals, obliques, resonance, vocal fry, posture, larynx, pharynx, tension.

2. Vocal Interpretation

- Interpret music based on composer's and conductor's intent
- Evaluate, and refine performance through application of musical criteria.
- Vocabulary: phrasing, dynamic, cues, tempo, expression, fermata, cut offs, legato, marcato, staccato, accent, crescendo, decrescendo.

Interdisciplinary Connection:

- Social Studies, ELA, Dance, Math, and Dance

Daily Learning Objectives with *Do Now Activities*

Students will be able to…

- Demonstrate proper posture and breath support when singing.**
- Identify fricative consonants in "With Laughter and Singing"
- Sing a major scale with solfege hand signs.**
- Apply solfege notes on the staff based on the placement of do.
- Interpret the five vowels necessary for proper 'bel canto' singing.
- Perform a major scale using the Curwen hand signs.
- Sing *With Laughter and Singing* in two-part canon, focusing on part independence.
- I can sing mm. 1-15 in *O Magnum* with proper pitch.**
- Pronounce all the Latin in *O Magnum*.
- Create a practice schedule and note what sections need the most work in *O Magnum*.
- Sing and solfege through the first half of *O Magnum* focusing on note accuracy.
- Identify the mechanics and differences between breathy voice, vocal strain and vocal fry.
- Sing mm 1-15 of *O Magnum* with complete part independence.
- Sing the ending of *O Magnum* focusing on note accuracy, intonation, and blend.
- Sing mm.1-10 of *O Magnum* focusing on note and rhythmic accuracy.
- Explain five ways to maintain proper vocal health.
- Sing the entirety of *O Magnum* with my section independently.* (1 extra day)
- Perform my part in *O magnum* according to the performance rubric.
- Reflect and critique my performance noting both strengths and needed improvements.

Unit 1: I Love to Sing!

Chorus

Revised June 2026

Instructional Strategies/Differentiated Instruction

- Independent problem-solving
- Peer review
- Student performance
- Written/ verbal Feedback
- Cross-curricular problem solving (independent and collaborative)
- Accountable Talk
- Homework
- Accountable Talk Rubric

ELL Differentiated Instruction

- Word walls
- TWPS (Think, write, pair, share)
- Pre-reading strategies
- Culturally responsive teaching
- Explicit modeling
- Key Vocabulary
- Graphic organizers
- Strategic grouping
- Non-verbal Assessments

Assessments

FORMATIVE ASSESSMENTS:

- Exit Slips
- Accountable Talk Discussions
- Critique, Modeling, and Adjustment
- Teacher observation and evaluation
- Peer evaluation
- Self-evaluation
- Audience response
- Group demonstrations
- Individual demonstrations
- Homework/ Practice Logs

SUMMATIVE ASSESSMENTS:

- Major Scale/ Curwen signs Quiz (EU1)
- Vocal Pedagogy Test (EU2. EU3)
- Performance Task Task (EU1, EU2, EU3)

Unit 1: I Love to Sing!

Chorus

Revised June 2026

Unit Task

Unit Task Name: Improvisation Performance Task

Description: Students will sing their part to a recording of Mozart's *Dies Irae*. Performance will be submitted through Flipgrid. Students will demonstrate an understanding of proper singing methodology learned from the unit through their performance. Students will reflect on their performances the next class and complete a post-task reflection which will incorporate their analyzing and listening skills to critique their performance.

Evaluations: Post-task Reflection and Vocal Performance Scoring Guide in 2022-2023 school year

Unit Resources

- Sheet Music of 3-4 pieces
- Musical instruments and accessories
- Worksheets
- Smart Music
- Laptops
- Supplemental videos or clips (YouTube)
- Google Forms
- *O Magnum Mysterium* – Evan Ramos
- *Talking to the Moon* – Bruno Mars
- *101 Rounds for Singing*- West Publishing