

Unit 3: What Do I Hear?

Chorus

21 Class Meetings

Revised June 2026

Essential Questions

- How do performers interpret musical works?
- How do context and the manner in which musical work is presented influence audience response?
- How do we judge the quality of musical work(s) and performance(s)?

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: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

- Analyze, and critique various performances to inform genre and quality.
- Compare and contrast differences in singing styles.
- Execute basic contemporary commercial techniques.

EU 3: Development of critical listening skills for proper vocal execution.

- Analyze context (social cultural, and historical) and how creators and performers manipulate the elements of music.
- Evaluate musical work(s) and performance(s) informed by analysis, interpretation, and established criteria.
- Coordinate musical phrases in a creative and expressive manner.

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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.

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Unit Content Overview

1. Critical Listening

- Analyze expressive intent of music through their use of elements and structures of music.
- Critique and analyze vocal health and technique of various vocal performances.
- Vocabulary: musical genres, scoop, commercial contemporary music, twang, glissando, vernacular speech, belt, ragtime, Broadway,

2. 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...

- Analyze various pieces of music to determine genre
- Identify tall vowels and cut offs in *Wayfaring Stranger*
- Compare & Contrast dynamics in *Wayfaring Stranger*
- Sing the first 10 measures of *Wayfaring Stranger***
- I can sing the first verse of *Wayfaring Stranger* with tall vowels & dynamics**
- I can sing through the first and second verse of *W.S.* with solid intonation and stylization.
- I can sing through the entirety of *W.S.* with the addition of the small group
- Sing through the first chorus of *Man in the Mirror* with proper intonation and articulation and dynamics.
- I can sing through verse one and two of *Man in the Mirror* with excellent intonation, articulation, and dynamic.
- Identify note names on the staff in treble and bass clef**
- Identify note names with the addition of sharps and flats
- Sing the third part of *Hungarian Folk Songs* with note and rhythmic accuracy.
- Execute various contemporary singing techniques: sob, twang, belt.
- I can sing all parts of *W.S.* with note and rhythmic accuracy.
- Sing through all of *W.S.* with part independence.
- Research and select two contrasting vocal pieces for Singer Analysis Project.
- Critique various singers regarding vocal health
- Edit and refine GoogleSlide presentation with peer evaluation.
- Turn in and reflect on Singer Analysis Project.**

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Instructional Strategies/Differentiated Instruction

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

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:

- *Apple Apple* Performance Quiz Quiz (EU1)
- Vocal Pedagogy Test (EU2, EU3)
- Singer Analysis Presentation Task (EU1, EU2, EU3)

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Unit Task

Unit Task Name: Singer Analysis Presentation

Description: Students will create a Googleslide presentation comparing and contrasting two pieces of music: classical and contemporary. Students will demonstrate an understanding of critical listening skills, and various contemporary genres and singing techniques learned from the unit through this presentation. Students will reflect on their presentations 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 Singer Analysis Presentation Scoring Guide in 2021-2022 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
- Googleslides
- Various research websites
- *Three Hungarian Folk Songs*- Matyas Seiber
- *Gently*- Brian Tate