

Unit 4: Spring Concert

Chorus

16 Class Meetings

Revised June 2026

Essential Questions

- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- How do we discern the musical creators' and performers' expressive intent?
- What makes a significant and meaningful performance?

Enduring Understandings with Unit Goals

EU 1: Analysis of creators' context and manipulation of musical 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.
- Show personal growth in singing each week.

EU 2: Understanding and application of creative process informs improvisational skill.

- Apply various techniques and skills to create improvisational music.
- Analyze, critique, and edit im provisational performance.

EU3: Synthesis of various elements to create a high-quality performance.

- Develop an understanding of what elements comprise a successful performance
- Implement strategies to address technical challenges in a varied repertoire.
- Formulate an understanding of the context of the music.

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Standards

Common Core State Standards:

- **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: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 Content Overview

1. Vocal Performance

- Perform music in an expressive manner
- Present an understanding of a quality performance
- Perform 3-4 pieces for the Spring Concert

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- Vocabulary- transition, cue, belt, accent, portamento, passing tone, dissonance, resolution, interval, Sepharic.

2. Vocal Interpretation

- Interpret music based on group dynamic and phrasing.
- Create authentic performances based on music genre and vocal technique.
- Analyze vocal performance based on technique, aesthetic, expression, and expertise.
- Vocabulary- breath support, intonation, timbre, contemporary technique, legato, marcato, fermata, tenuto, diminuendo, rallentando.

Interdisciplinary Connection:

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

Daily Learning Objectives with *Do Now Activities*

Students will be able to...

- Sing the first verse of *MJ* with note and rhythmic accuracy.
- Sing the repeat and key change of *MJ* focusing on articulation and diction.**
- Sing the 2 part section of *MJ* with note and rhythmic accuracy.**
- Sing all parts of *W.S.* with complete note accuracy and strong transitions.
- Sing *W.S.* in its entirety concentrating on blend and note accuracy.**
- Sing through *MJ* with complete note accuracy and strong transitions.
- Critique various choral performances according to the performance rubric.
- Sing all parts of *MJ* with note and rhythmic accuracy.
- Manage and refine musical transitions during the rehearsal.
- Sing my two pieces with the accompanist focusing on transitions, cut offs, and entrances.
- Sing all pieces of music for the Spring Concert with part independence.
- Perform all pieces of music for the Spring Concert with part independence.
- Reflect on both my own and the group performance of the Spring Concert, noting both strengths and needed improvements.

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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
- Accountable Talk Rubric

SUMMATIVE ASSESSMENTS:

- Spring Concert Performance Task (EU1, EU2, EU3)
- Post-concert reflection (EU1, EU3)

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Unit Task

Unit Task Name: Spring Concert

Description: Students will perform 2-3 pieces for the Spring Concert. Performance will demonstrate an application of the musical knowledge they have received in Unit IV. The concert will present a diverse array of music of varying genres and singing styles. Pieces will be performed in an authentic manner. Students will observe their performance the next class and complete a post-concert reflection which will incorporate their analyzing and listening skills to critique both their own personal performance, and the performance of the group.

Evaluations: Post-concert Reflection and 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
- *Wayfaring Stranger* – Cassandra Emerson
- *Man in the Mirror* – MJ arr. Ed Lodjeski