

FRANKLIN-SIMPSON HIGH SCHOOL

Course Name: Choir

Unit Name: Performance Practice

Objectives:

1. Demonstrates correct posture, breathing techniques, proficiency in sight-reading, ability to perform individually or in an ensemble, knowledge of form, knowledge of music vocabulary, and knowledge of composers with historical/cultural context
2. Sings accurate pitches and rhythms, with clear vowel sounds and diction, appropriate tone color, scales and arpeggios from memory, assigned part in an ensemble, and from memory music for performance
3. Performs music repertoire at expected competency level and as part of an ensemble
4. Responds appropriately to conducting techniques used by the director
5. Recognizes key signatures/tonality of performed music and relationship of text to music elements
6. Explains the importance of contributions of various ethnic cultures to selected repertoire

Purpose of the Unit:

Artistic Skills and Knowledge: Creating, Performing, and Producing

Daily Lesson Guide

NafME Standards/Program Review/21st Century

4,5,6,7,8,9; Cl.1.a,b,c,Cl.2.b,c,Cl.3.a,b,c,d,e
Cl.4.a,b,c,d, FSA.1.a,b, FSA.2.C FSA.3.d,e,f, FSA.4.d

| | Lesson Content and Objectives | Focus Questions | Critical Thinking (High Yield / Literacy /LTF/etc.) | Engagement | Assessment and/or Accommodations |
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| 1 | 1. Posture 2. Breathing 3. Vocal Production | 7. Demonstrates correct posture, breathing techniques, proficiency in | InTune Magazine articles | Sectionals | Teacher Observation Music literacy |
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| 3 weeks | <p>4. Sight-reading</p> <ol style="list-style-type: none"> Note names Duration Specific rhythms and pitches Solfege | <p>sight-reading, ability to perform individually or in an ensemble, knowledge of form, knowledge of music vocabulary, and knowledge of composers with historical/cultural context</p> | | | |
| 4-9 weeks | <ol style="list-style-type: none"> Posture Breathing Vocal Production Sight-reading <ol style="list-style-type: none"> Note names Duration Specific rhythms and pitches Solfege Performance Pieces <ol style="list-style-type: none"> Historical Context Expressive Qualities Pitch/Rhythm Accuracy Memorization Skills | <ol style="list-style-type: none"> Demonstrates correct posture, breathing techniques, proficiency in sight-reading, ability to perform individually or in an ensemble, knowledge of form, knowledge of music vocabulary, and knowledge of composers with historical/cultural context Sings accurate pitches and rhythms, with clear vowel sounds and diction, appropriate tone color, scales and arpeggios from memory, assigned part in an ensemble, and from memory music for performance Performs music repertoire at expected competency level and as | <ul style="list-style-type: none"> InTune Magazine articles Self-reflect Class critique Performance Critique | <p>Sectionals Full rehearsal Sight-reading examples</p> | <p>Teacher Observation Music literacy Sight-reading skills test Recording/critique Self-reflect</p> |

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| | | <p>part of an ensemble</p> <p>11. Responds appropriately to conducting techniques used by the director</p> <p>12. Recognizes key signatures/tonality of performed music and relationship of text to music elements</p> <p>Explains the importance of contributions of various ethnic cultures to selected repertoire</p> | | | |
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