

Course Title <i>Clarification: This is the name of the course as it would appear in the program of studies.</i>	Chorus			
Author	Mikayla Kelemen			
Statement of Outcome <i>Clarification: This is a general statement of what a student would get out of taking this class. It is what would appear as the description of your course in the program of studies.</i>	The WHS Chorus welcomes all singers, regardless of ability or experience. Students study and perform a variety of styles, from different periods and cultures. They will learn music theory, which supports the repertoire. Students are required to perform in concerts. This course may be taken more than once for credit.			
Unit Name & Timeframe <i>Clarification: What is the name of your unit? Approximately how long will it last?</i>	Music Fundamentals & Exploring Repertoire Quarter 1	Winter Performances Quarter 2	Spring Performances Quarter 3	End of Year Performances Quarter 4
Topic(s) and driving question. <i>Clarification: This is stuff or “content” you will use to teach the GP indicators and GX and the questions you use to frame the big ideas.</i>	How do we decide what to perform and how to perform? What is the context of this performance? What are the constraints? Who is our audience?	How do we decide what to perform and how to perform? What is the context of this performance? What are the constraints? Who is our audience?	How do we decide what to perform and how to perform? What is the context of this performance? What are the constraints? Who is our audience?	How do we decide what to perform and how to perform? What is the context of this performance? What are the constraints? Who is our audience?
GX Focus <i>Clarification: This is the GX’s you plan to pay particular attention to.</i>	Creativity GX	Creativity GX	Creativity GX	Creativity GX
GP- Content Indicators <i>Clarification: These are the performance indicators you will teach, assess and report on.</i>	Performing Arts GP: Perform: MU:Pr4.1.I.d. 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 (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and	Performing Arts GP: Perform: MU:Pr4.1.I.d. 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 (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Performing Arts GP: Perform: MU:Pr4.1.I.d. 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 (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.	Performing Arts GP: Perform: MU:Pr4.1.I.d. 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 (for example, dynamics, tempo, timbre, articulation/ style, phrasing) as developmentally appropriate. MU:Pr6.1.I.a. Demonstrate technical accuracy and expressive qualities, as well as an understanding of expressive intent, in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

	genres. Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.	Respond: MU:Re7.1.b Compare passages in musical selections and explain how the elements of music and context inform the response. MU:Re8.1.I.a. Explain and support the meaning of musical works, citing as evidence the elements of music, context, and personal research. MU:Re9.1.I.a. Evaluate works and performances based on collaboratively developed criteria, including analysis of the structure and context.
Summative Assessment Clarification: <i>This is a brief description of the task and or product you will use to assess student proficiency on the performance indicators you identified above.</i>	Rehearsal Performances Rehearsals with MS chorus Recordings and critiques of rehearsals	SMC Workshop Fall Concert January Expo Recordings and critiques of rehearsals	District Music Festival WinterConcert Recordings and critiques of rehearsals	June Expo Graduation/Move Up Ceremony Spring Concert Recordings and critiques of rehearsals
Unit Plan <i>Clarification:</i> <i>This is the link to your unit plan.</i>	Research repertoire, propose songs to the group, decide what we want to learn based on driving questions.	SMC Workshop Madrigal Festival Fall Concert January Expo	District Music Festival Winter Concert	June Expo Graduation/Move Up Ceremony Spring Concert