

Vocal Ensemble IV :: Follows Vocal Ensemble III

TEKS Strand	Expectations
Foundations: Music Literacy	Students demonstrate independence in interpreting music through the performance of selected literature. They analyze musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture using standard terminology, and analyze the musical forms of their performance and listening repertoires.
Creative Expression	Students perform independently and as a group, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques. Literature ranges from moderately difficult to difficult. Comprehension of musical styles is demonstrated by the appropriateness of the literature selected for performance. Students perform expressively, from memory and notation, a repertoire representing styles from diverse cultures. They become familiar with small- and large-ensemble performance techniques. They sight-read major, minor, modal, and chromatic melodies; read and write music; and interpret music symbols and terms. They improvise melodies and compose or arrange compositions.
Historical and Cultural Relevance	Literature represents diverse styles, genres, cultures, and historical periods. Students interpret selections with a solid understanding of the music's cultural and historical traditions. They discuss how music and society interact and how music is related to other fine arts media. Students have the chance to explore career and avocational opportunities in music.
Critical Evaluation and Response	Students compose ensemble selections for more than one medium. Critique and evaluation of their compositions involve self-reflection and constructive response from classmates, teachers, and professional musicians. In rehearsing and conducting medium-sized ensembles, leadership roles are emphasized.
<p>Example:</p> <p>Vocal Ensemble IV students begin the semester with a discussion of what it means to keep a journal in an advanced music class. Mr. Valdez asks students to brainstorm about what a journal is and how it can be used. As students call out their ideas, he writes them on the board. Students mention the following ideas:</p> <ul style="list-style-type: none"> • Tracking the preparation for a performance • Evaluating areas of difficulty in a performance selection • Suggesting exercises to help with difficulties in performance <p>Several students suggest using journals to respond to and evaluate selections the class is working on, raising the following questions:</p> <ul style="list-style-type: none"> • What do students like or not like about a selection? • What are the reasons they respond to a selection as they do? <p>Other students remark that journals are a good channel of communication between themselves and Mr. Valdez. After the students present their ideas, Mr. Valdez mentions several other things.</p> <p>Journals can be used to explore many ideas and topics that come up in class. Mr. Valdez asks his class to visit the music library once a week for half an hour. He asks his students to use the time to explore an idea or interest that came up in class and to use their journals to describe their findings.</p> <p>Mr. Valdez gives the class a journal "idea list" following their discussion. He asks the class to write in their journals for five minutes every day and to spend thirty minutes a week on an entry based on library research.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	