

Choir III :: Follows Choir II

TEKS Strand	Expectations
Foundations: Music Literacy	The study of selected compositions includes, among other possibilities, score study, analysis of thematic material, identification of countermelodies, and the identification of solo and accompaniment lines in designated compositions. Students recognize that music selections utilizing modes of the scales are found in contemporary music as well as in compositions of the past. Advanced students hear and play new sounds and harmonies as they begin performing contemporary music.
Creative Expression	<p>Students illustrate harmonic texture and complexity in more advanced rhythm and meter. Chordal structure is expanded with music that includes atonality and freely composed segments representative of diverse modern composition styles. Technical expectations include the following:</p> <ul style="list-style-type: none"> • Demonstrating individuality • Demonstrating performance technique • Preparing and executing parts with accurate intonation and rhythm • Exhibiting leadership qualities • Demonstrating proficiency in the comprehension of musical elements • Reading in major and minor keys • Singing all types of intervals and triads • Performing literature incorporating modal scales • Identifying complex rhythms and meters • Improvising • Composing and arranging simple compositions for more than one medium
Historical and Cultural Relevance	Students recognize, identify, and describe the harmonic texture of music representative of different cultures, time periods, styles, and genres. They classify compositions by style and historical period and justify their classifications. They discuss the impact of culture on music, define the relationships between music and other disciplines, and explore a/vocational music opportunities.
Critical Evaluation and Response	Students consider the strengths and weaknesses of their own and others' performances and incorporate their learning into creative work. Students prepare study guides for particular compositions. Activities such as writing program notes for concerts allow students to be more fully involved in structuring learning experiences.
<p>Example:</p> <p>One of Tom Lowry's goals for Choir III is to strengthen his students' ensemble skills. Towards the end of the year, Mr. Lowry prepares his students for an assessment designed specifically to determine how well the class demonstrates ensemble skills. His assessment strategy consists of two group tasks.</p> <p>First, Mr. Lowry asks the choir to sing three diverse works. The works vary in level of difficulty from moderate to difficult, and all works have been rehearsed prior to the assessment.</p> <p>After this task is complete, the students are organized into small ensembles with one student on a part, and each ensemble is asked to sing three different works without a conductor. The works vary in level of difficulty from moderate to difficult, and all works have been previously rehearsed.</p> <p>Mr. Lowry develops very specific assessment criteria and shares the criteria with his class over the course of the year in order to prepare them for the assessment.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	