

Vocal Ensemble I :: Introductory

TEKS Strand	Expectations
Foundations: Music Literacy	Instruction focuses on understanding chord structure. In live and recorded music, students identify melodic and harmonic parts. Students acquire independence and leadership skills often not learned in larger-format music classes.
Creative Expression	Students perform literature composed for a variety of instrumental and vocal combinations including trios, quartets, quintets, sextets, septets, madrigal, and show choirs. They build a repertoire that reflects the diversity of chamber literature. Although ensemble groups focus on course content rather than on preparation for solo and/or ensemble competition, performance and performance theory is still essential to understanding the workings of ensembles. For example, the skill of balancing and blending sounds varies from one ensemble format to another. Ensemble singing reinforces such aspects of musicianship as establishing precision without the presence of a director, leading and responding within the small group format, and listening horizontally and vertically.
Historical and Cultural Relevance	Classes discuss the history and cultural origins of compositions, composers, and musicians. Students examine the historical and cultural conventions and the stylistic demands of the genres they study.
Critical Evaluation and Response	Students perform for teachers and for each other. Audience members listen attentively and give constructive, critical feedback to performers.
<p>Example:</p> <p>Recently, Gregorian chants have enjoyed a resurgence of popularity in the United States. Andrea Michael's Vocal Ensemble I class listens to a number of modern recordings of Gregorian chants before learning several in different ensemble groupings.</p> <p>As a class, the students and Ms. Michael talk about the cultural functions of ceremonial chants in the past and discuss how the Gregorian chants differ from the secular choral music they have studied.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	