

HS CHORUS I

Course Number: 1303300

District Course Description:

The purpose of this course is to provide students with experiences in basic vocal production, technique, and part singing. The content should include, but not be limited to, enabling students to develop basic fundamental skills in vocal production, choral performance techniques, musical literacy and music appreciation.

Prerequisite:

Successful completion of M/J Chorus II or III, Vocal Techniques II and/or director recommendation.

A. Skills and Techniques

Produce a vocal tone appropriate to various styles of vocal and choral literature.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|--|---|---------|
| MU.A.1.4.1 sing accurately with or without accompaniment, standard choral repertoire (e.g., music written in unison or two-part madrigal or double choir) with appropriate vocal technique. | <ul style="list-style-type: none"> • demonstrate proper posture, breath support, and match pitch. • demonstrate proper diction using vowels, consonants, and diphthongs. | 1,2,4,5 |
| MU.A.1.4.2 use appropriate vocal styles and techniques of various music literature (e.g., jazz, Baroque, gospel and swing). | <ul style="list-style-type: none"> • identify and demonstrate proper vowel production as it applies to various styles of music. • identify and demonstrate an understanding of basic rhythmic characteristics of the various styles of music (e.g. classical compared to gospel). | 1,2,4,8 |

Apply appropriate ensemble performance techniques to various styles of choral literature.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|--|--|-----------|
| MU.A.1.4.3 use ensemble skills (e.g., balance, intonation and rhythmic unity) in both formal and informal settings with choral groups of various sizes and styles (e.g., concert choir, show choir, barbershop quartet, octet, and madrigal). | <ul style="list-style-type: none"> demonstrate unified vowels, tone color, and cross section listening within the ensemble. rehearse under the direction of a conductor, responding to subtle changes in conducting cues and style. determine the factors that influence balance, blend, and intonation. perform a selected piece demonstrating accurate balance, blend, and intonation. | 1,2,4,8,9 |

Independently interpret and perform rhythmic and melodic notation and expressive markings.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|---|---|----------------|
| MU.A.2.4.1 perform on at least one instrument, alone and in groups and attend to melodic phrasing, rhythmic accuracy, and articulation (note: instruments may include the use of recorders, rhythm sticks, keyboards, etc. for sight reading or rhythmic reading). | <ul style="list-style-type: none"> perform one standard art song. demonstrate dynamic levels from pp to ff and apply to appropriate music. identify the expressive characteristics of phrasing, dynamics, and appropriate tempo. demonstrate rhythmic patterns in simple and compound meters (e.g. 2/4, 3/4, 4/4, 2/2, and 6/8). identify letter names of the lines and spaces of the Grand Staff. define and apply appropriate musical terms. identify the key signatures of the literature being sung. | 1,2,4,5,8,9 |
| MU.A.3.4.1 sight read one's part in unison or two-part vocal score. | <ul style="list-style-type: none"> sight read a simple unison or two-part melody in an ensemble. aurally and visually identify all intervals. sight read rhythmic patterns in simple and compound meters. | 1,2,5,7,8,9 |
| MU.A.3.4.2 describe how traditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes, themes, and motifs). | <ul style="list-style-type: none"> demonstrate the proper use of interpretive markings reflected in music being rehearsed. | 1,2,3,4,7,8,10 |

B. Creation and Communications

Create improvisations appropriate to the choral literature performed.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|--|---|----------------|
| MU.B.1.4.2 improvise melodies over a given chord progression with appropriate notes and rhythm. | <ul style="list-style-type: none"> • create a short melody from an established key and tempo. • improvise four-measure rhythm and melodic variation on a familiar melody. | 1,2,3,4,7 |

C. Cultural and Historical Connections

Demonstrate knowledge of musical form and varied choral style periods.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
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| MU.C.1.4.1 describe and classify unfamiliar music according to style, period, composer, culture or performer. | <ul style="list-style-type: none"> • listen to and identify music of varied styles, forms, and periods, such as chant, oratorios and cantata. • identify melody, texture, pitch, harmony, and rhythm. • discriminate between monophonic and homophonic. • identify a chord. • identify syncopation. • identify voice types (e.g., soprano, alto, tenor, bass). | 1,2,10 |
| MU.C.1.4.2 understand the development of American music (e.g., country, blues, folk, stage or film, and gospel). | <ul style="list-style-type: none"> • briefly explain the historical significance of several American songs sung in the current repertoire. | 1,2,4,10 |
| MU.C.1.4.3 understand the influence of significant composers and performers on music styles, traditions, and performance practices. | <ul style="list-style-type: none"> • briefly explain the influence of a specific composer or performer as it applies to repertoire being studied in class. • demonstrate a basic understanding of musical periods. | 1,2,4,10 |

D. Aesthetic and Critical Analysis

Demonstrate knowledge of musical form from varied choral style periods.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|---|---|----------------|
| MU.D.1.4.1 perceive and remember significant music events within a composition. | <ul style="list-style-type: none"> • identify major musical themes that outline the form of a composition being sung in class. • identify melody, countermelody and accompaniment. | 1,2,4 |
| MU.D.1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary. | <ul style="list-style-type: none"> • define music terms and symbols commonly found in the music being studied in class. • differentiate between major and minor tonality. • differentiate between melody and harmony | 1,2,4 |
| MU.D.1.4.3 understand the musical elements and expressive techniques (e.g. tension and release, tempo, dynamics, harmonic and melodic movement) that generate aesthetic responses. | <ul style="list-style-type: none"> • identify and apply the musical elements of tension/release, tempo markings, dynamics, and harmonic/melodic movement. | 1,2,4 |

Evaluate musical performance as a participant and a listener.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
|--|--|----------------|
| MU.D.1.4.1 perceive and remember significant music events within a composition. | <ul style="list-style-type: none"> • identify melody, countermelody, and accompaniment. • identify styles and moods within a composition. • identify compositional form (e.g. binary, ternary). | 1,2,4 |
| MU.D.1.4.2 analyze music events within a composition using appropriate music principles and technical vocabulary. | <ul style="list-style-type: none"> • identify music characteristics within a composition. • define music terms and symbols commonly found as it occurs in current repertoire. | 1,2,4 |

E. Application to Life

Demonstrate knowledge of the role and influence of choral music and musicians in culture, society and daily life.

| Benchmark / The student will: | The students will be able to: | Goal #3 |
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| MU.E.1.4.1 understand how elements and organizational principles are used in distinctive ways and provide connections between musical and other subjects. | <ul style="list-style-type: none"> • listen to and identify music as it relates to other subject areas. • compare the elements of music to the elements of visual art (e.g. melody, harmony, rhythmic texture and form to color, line, shape, density, texture and dimension). | 1,2,4,7 |
| MU.E. 1.4.2 understand how the uniqueness of a given work of music serves to define its artistic tradition and its cultural context. | <ul style="list-style-type: none"> • listen to and identify compositional practices that characterize a musical period and its cultural context. • write program notes that describe the stylistic characteristics and historical period of the music. | 1,2,4,7,10 |

Co-Curricular Requirements:

Students will be expected to participate in group rehearsals and performances beyond the regular class time since this course is performance-oriented. These activities may include section and group rehearsals after school hours, concerts for school and community, festivals, clinics, and honor group participation, if selected into membership.