

Course Number: 1303310

District Course Description:

The purpose of this course is to extend experiences in basic vocal production techniques and part singing. The content should include, but not be limited to, extending development of basic musicianship skills, including choral performance techniques, vocal tone production, musical literacy, and music listening.

Prerequisite:

Successful completion of Chorus I and/or director recommendation.

A. Skills and Techniques

Produce vocal tones 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, two-part madrigal or double choir) with appropriate vocal technique. | <ul style="list-style-type: none"> • consistently demonstrate proper posture, breath support, ability to match pitch, ability, attacks, and releases. • consistently demonstrate proper diction using vowels, consonants, and diphthongs. • distinguish between functions of the soft palate, pharynx, epiglottis, esophagus, hard palate, tongue, larynx, and trachea as they relate to the process of singing. • perform and distinguish between chest voice, head voice and the tessitura. | 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"> • consistently demonstrate proper vowel production as it applies to various styles of music. • define and demonstrate an understanding of basic rhythmic characteristics of phrasing. | 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"> consistently demonstrate unified vowels, tone color, and cross section listening within the ensemble. demonstrate an understanding of blend and intonation by singing 2-part literature. demonstrate beat patterns in 2/4, 3/4, and 4/4. perform a selected piece of music demonstrating accurate balance, blend, and intonation. rehearse under the direction of a conductor, responding to subtle changes in conducting cues and style. | 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. define and develop the expressive characteristics of phrasing dynamics, and appropriate tempo. identify major and relative minor key signatures. aurally identify and define major and minor (3 types) scales. aurally identify and define a chromatic scale. perform basic rhythmic exercises using dotted, eighth and sixteenth note combinations, eighth note/sixteenth note combinations and the corresponding rests. | 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 rhythmic patterns in simple and compound meters. sight read a simple eight bar melody in two or three parts within an ensemble. individually sight read a simple melodic line. | 1,2,5,7,8,9 |

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 and perform an improvised pentatonic melody over a simple chord progression. | 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 |
|--|--|----------------|
| 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 aurally and visually identify AB and ABA form, theme and variations. listen to and identify examples of music from different periods and cultures. identify melodic and harmonic lines by voice part. define and recognize through listening monophonic, homophonic, and polyphonic music examples. listen to and identify various styles of music. identify music of several American composers. | 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"> compare and contrast at least 2 American composers or performers with a composer/performer of a previous period. | 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"> demonstrate a basic knowledge of musical styles as applied to repertoire studied in class. | 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 of patterns that outline the form of a composition. | 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"> apply knowledge of musical symbols and terms of choral literature performed. identify aurally and visually major, minor, and pentatonic tonalities | 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 how changing pitch, key, tempo, patterns, etc. contribute to form/structure. visually identify compound meter. define a tempo, ritardando, accelerando, crescendo, decrescendo, and diminuendo. recognize and define markings of staccato, legato, and marcato. accurately perform music with a range of dynamics from pp to ff. | 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 major musical themes of patterns that outline the form of a composition. | 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 an element of music and explain how it is used. define music terms commonly found in instructional music. | 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 |
|---|---|----------------|
| MU.E.1.4.1 understand how elements artistic processes and organizational principles are used in distinctive ways and provide connections between music and other subjects. | <ul style="list-style-type: none"> • develop a positive attitude toward self through the study and creation of music. • 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. • identify several songs and understand and how it reflects society during the period in which it was written. | 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"> • discuss various feelings evoked by music of different genres. • identify daily uses of music. • 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.