

HS CHORUS III**Course Number: 1303320****District Course Description:**

The purpose of this course is to provide students with instruction in the development of basic vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, interpretation of notation; establishment of appropriate tone production and performance techniques; holistic presentation of simple musical form, varied style periods, and aesthetic values.

Prerequisite:

Successful completion of M/J Chorus II or III, Vocal Techniques II 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 with appropriate vocal technique.	<ul style="list-style-type: none"> • sing an eight bar phrase demonstrating proper breath control. • demonstrate a correctly placed resonant tone • sing with awareness of the function of the soft palate, pharynx, epiglottis, esophagus, hard palate, larynx, trachea and vocal chords. 	1,2,4,5,10
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"> • sing with an understanding of basic rhythmic characteristic of phrasing as it applies to various literature. • sing with the proper vowel production as it applies to the various styles. 	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.	<ul style="list-style-type: none"> • Demonstrate an understanding of blend and intonation by singing four part literature. • sing with quality compatible with the blend and balance of ensemble singing. • correct pitch discrepancies in ensemble performance. • respond appropriately to conducting techniques. • identify and demonstrate basic conducting patterns. 	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.	<ul style="list-style-type: none"> • sing with the expressive characteristics of phrasing, dynamics, and appropriate tempo as found in the literature performed. • demonstrate aural and visual recognition of intervals (perfect, major, and minor). • demonstrate aural and visual recognition of major and minor scales (3 types scales). • construct triads built on major keys. • demonstrate aural and visual recognition of a chromatic scale. • perform a basic rhythm in 2/2 and 6/8 time. 	1,2,4,5,8,9
MU.A.3.4.1 sight read one's part in a four part vocal or instrumental score.	<ul style="list-style-type: none"> • sight-sing an intermediate level music example integrating rhythmic and melodic notation in four parts • individually sight sing a moderate level music example. 	1,2,5,7,8,9
MU.A.3.4.2 describe how traditional and nontraditional notation and symbols of a written score provide information to the performer (e.g., repeats, key and meter changes).	<ul style="list-style-type: none"> • notate rhythmic dictation including eighth, quarter, half, and whole notes and corresponding rests. • construct major scales in treble and bass clefs, in all keys (e.g., grand staff). 	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.1.4.1 improvise harmonic accompaniments in pentatonic, major, and minor modes.	<ul style="list-style-type: none"> • identify and define tonic, dominant, and cadence. • demonstrate use of cadences through ensemble singing. • create basic harmonies to familiar hymns through ensemble singing. 	1,2,3,4
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 melody over a given harmonic structure. • identify and define descant. • create a descant above a standard or traditional hymn. 	1,2,3,4,7

Compose and arrange choral music for specific uses such as warm-ups, special events or performance.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B.2.4.1 use basic principles to create compositions in distinct styles and in different media to express an idea or feeling.	<ul style="list-style-type: none"> compose a simple eight measure original melody in 4/4 and 3/4 time. compose an appropriate harmonic accompaniment to both original and assigned melodies. 	1,2,3,4,7
MU.B.2.4.2 arrange familiar music for voices or instruments for a specific event.	<ul style="list-style-type: none"> identify and define the rules for writing two-part harmony. arrange a familiar song for 2 part voices. 	1,2,3,4

C. Cultural and Historical Connections

Demonstrate knowledge of musical form and varied choral style.

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"> identify and define simple musical forms including binary and ternary, rondo, verse and refrain, strophic and through composed. identify visually and aurally the characteristics common to various styles of choral literature. 	1,2,10
MU.C.1.4.2 understand the development of American music.	<ul style="list-style-type: none"> listen to and identify music of 20th century American composers and performers. identify and explain the relation between American music and the American culture. 	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"> compare and contrast the influence of at least two composers or performers as it applies to the current repertoire. use an established criteria to evaluate the influences, traditions, style, and performance practices from past to present of significant composers 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 tonality of a specific area of modulation and explain its significance. 	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. 	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"> • define and identify compound meters. • respond to expressive conducting techniques as given by conductor. 	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"> • develop criteria necessary to evaluate musical performance. • identify the criteria used to evaluate performances at the Florida Vocal Association Festivals. • critique individual, class, and public music performances. 	1,2,4
MU.D.1.4.2 analyze music events within a composition.	<ul style="list-style-type: none"> • listen to a given piece and select an element of music, then identify how the element is used in 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"> • identify how the elements of music relate to other subjects. 	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"> • identify compositional practices that characterize a musical period and its cultural context. 	1,2,4,7,10

Demonstrate responsible participation in music activities.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.	<ul style="list-style-type: none"> • recognize and/or list music that is used for specific occasions (e.g., parades, religious events, etc.) and contrast the characteristics of these musical types. 	1,2,4,10

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.