

**Course Number: 1303330**

**District Course Description:**

The purpose of this course is to provide students with instruction in the application of vocal musicianship and technical skills through the study of varied choral literature. The content should include, but not be limited to, independent interpretation of easy-medium (E-ME) level choral music; refinement of tone production and performance techniques; analysis of musical form, varied style periods and aesthetic perceptions.

**Prerequisite:**

Successful completion of Chorus I, II, III 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"> <li>perform independently an eight bar phrase utilizing proper breath control.</li> <li>demonstrate independently a resonant tone.</li> <li>demonstrate an understanding of the function of the soft palate, pharynx, epiglottis, esophagus, hard palate, larynx, trachea, and vocal chords.</li> </ul>	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"> <li>distinguish characteristic vocal timbres of various choral styles.</li> <li>demonstrate how phrasing, tempos, dynamics are interpreted in various choral styles.</li> </ul>	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"> <li>consistently produce tone quality that is compatible with the blend and balance of 4-part ensemble.</li> <li>demonstrate beat patterns in simple and compound meters.</li> <li>consistently demonstrate ability to recognize and correct pitch discrepancies.</li> <li>consistently respond appropriately to conducting techniques.</li> <li>identify aspects of individual and group performances that need to be improved and suggest appropriate strategies for improvements.</li> </ul>	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"> <li>individually demonstrate the expressive characteristics of phrasing, dynamics, and appropriate tempo as found in the literature.</li> <li>independently sing major, minor, and perfect intervals.</li> <li>independently sing major and the three forms of minor scales.</li> <li>independently sing a chromatic scale.</li> <li>perform a basic rhythm in simple and compound meters.</li> <li>independently sight-sing a moderately difficult music example accurately, integrating rhythmic and melodic notation.</li> </ul>	1,2,4,5,8,9
MU.A.3.4.1 sight read one's part in a four part vocal or instrument score.	<ul style="list-style-type: none"> <li>sight-sing a medium level music example in a major or minor key, integrating rhythmic and melodic notation in four parts.</li> <li>individually sing a music example in a minor key.</li> </ul>	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"> <li>notate performed rhythmic and melodic passages.</li> <li>construct major and relative minor scales in treble and bass clefs in all keys.</li> </ul>	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"> <li>create basic accompaniments to include the use of cadences.</li> <li>compose basic harmonies to familiar songs.</li> </ul>	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"> <li>create a melody over a given harmonic structure.</li> <li>incorporate dynamics, tempo, and other expressive markings in class compositions.</li> </ul>	1,2,3,4,7

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

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"> <li>create a short musical composition in four part harmony.</li> </ul>	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"> <li>harmonize a familiar melody in four part.</li> </ul>	1, 2, 3, 4

### C. Cultural and Historical Connections

Demonstrate knowledge of musical form and 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"> <li>identify the forms of music studied.</li> <li>identify style characteristics of music studied.</li> <li>identify major composers of the Baroque, Classical, and Romantic periods.</li> </ul>	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"> <li>identify American music.</li> <li>listen to and identify examples of American music.</li> <li>demonstrate knowledge of the historical backgrounds and origin of the American music and composers being studied in class.</li> </ul>	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"> <li>identify major composers from all musical eras.</li> <li>identify stylistic characteristics for significant composers and contrast across musical eras.</li> <li>identify an example of a major work from each common practice era (1600-present).</li> </ul>	1,2,4,10

**D. Aesthetic and Critical Analysis**

Demonstrate knowledge of musical form from varied choral style periods.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.D.1.4.1 perceive and remember significant music events within a composition.	<ul style="list-style-type: none"> <li>listen to the relationships between the musical elements and the expressive qualities found in the music.</li> <li>identify musical events within a composition.</li> </ul>	1,2,4
MUD. 1.4.2 analyze music events within a composition, using appropriate music principles and technical vocabulary.	<ul style="list-style-type: none"> <li>identify the musical components in written examples using correct musical terms.</li> <li>select an element of music from a musical example and identify how the element is used.</li> </ul>	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"> <li>identify cadences and simple chord progression (as it relates to tension and release).</li> <li>respond to conducting techniques demonstrating expressive techniques.</li> </ul>	1,2,4

Evaluate musical performance as a participant and a listener.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.D.1.4.1 perceive and remember significant music events within a composition.	<ul style="list-style-type: none"> <li>apply criteria to musical selection.</li> <li>apply knowledge gained from listening to and evaluating another group's performance to improve his or her own performance.</li> </ul>	1,2,4
MU.D.1.4.2 analyze music events within a composition.	<ul style="list-style-type: none"> <li>listen to a given piece and select an element of music, and identify how it is used in music.</li> </ul>	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.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>identify several music related careers and the skills and education needed to perceive them (e.g., music industry, music technology, and music therapy).</li> </ul>	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"> <li>identify the era of composition and understand its cultural influence as it relates to choral repertoire.</li> <li>trace historical examples of musical notation and explore how the early Christian Church influenced the development of western musical forms used today.</li> </ul>	1,2,4,7,10

Demonstrate responsible participation in music activities.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
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"> <li>identify and perform various musical compositions understanding their appropriate musical setting for specific occasions (e.g., concert, liturgical, background).</li> <li>identify daily uses of music.</li> </ul>	1, 2, 4, 10
MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).	<ul style="list-style-type: none"> <li>analyze reactions to listening experiences, using the established criteria for judging music.</li> <li>describe musical qualities present in selected music.</li> </ul>	1, 2, 4, 5
MU.E.2.4.3 know the various roles that musicians perform (e.g., entertainer, teacher, or transmitter of cultural tradition) representative individuals who have functioned in these roles, and their achievements.	<ul style="list-style-type: none"> <li>identify musicians in various roles that are influential in one's own environment (e.g., teacher, church, organist, minister of music).</li> <li>attend a vocal performance.</li> </ul>	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.