

Course Number: 1303340

District Course Description:

The purpose of this course is to develop independence in musicianship, performance techniques and aesthetic awareness through the rehearsal and performance of varied choral literature. The content should include, but not be limited to, interpretation of difficult choral music (MD-D); development of independent musicianship, tone production and performance techniques: the analysis of form, style and history included in the performance of varied choral literature; formulation of critical listening skills and aesthetic values.

Prerequisite:

Successful completion of Chorus I, II, III, IV 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 appropriate singing tone characteristic of various choral styles using proper vocal techniques. 	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 produce the appropriate choral style by applying the expressive characteristics of phrasing, dynamics, and tempo. • consistently demonstrate and individually evaluate choral techniques appropriate to the performance of varying styles and periods. 	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 produce tone quality that is compatible with the blend and balance of 4-part ensemble. • identify aspects of individual and group performance that need to be improved and suggest appropriate strategies for improvement. 	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"> perform a complex rhythm in simple meter. develop the expressive characteristics of phrasing, dynamics, and appropriate tempo as found in various styles of literature. 	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 advanced literature which includes accidentals and mixed meters. 	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, themes and motifs).	<ul style="list-style-type: none"> notate eight measure rhythmic and melodic passages to include dotted quarter and eighth note. construct and perform a vocalize in a major or minor key. 	1, 2, 3, 4, 7, 8, 10

B. Creation and Communications

Create improvisation appropriate to the choral literature performed.

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"> perform a complex rhythm in simple meter. develop the expressive characteristics of phrasing, dynamics, and appropriate tempo as found in various styles of literature. 	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 advanced literature which includes accidentals and mixed meters. 	1, 2, 5, 7, 8,9

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.A.3.4.3 write the notation for a simple harmonic progression performed by someone	<ul style="list-style-type: none"> notate plagal and authentic cadences. 	1,2,3,7
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"> create a short, musical composition in four part harmony with original text. 	1, 2, 3, 4, 7
MU.B.2.4.2 arrange familiar music for voices	<ul style="list-style-type: none"> create an arrangement of a familiar song, (e.g., "Happy Birthday") in four part 	1, 2, 3, 4

or instruments for a specific event.	harmony.	
--------------------------------------	----------	--

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"> differentiate between contrasting musical forms and styles of music performed in class. discuss the relationships of musical compositions to appropriate historical periods. 	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"> identify and sing American music. demonstrate knowledge of the historical background of American music and its composers. 	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"> identify and compare major composers from all musical eras. describe stylistic characteristics for major composers and contrast across musical eras. aurally identify examples of major works from each common practice era (1600-present). 	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"> listen to and describe the relationships between the musical elements and the expressive qualities found in music. identify music forms as applied to repertoire studied in class. 	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 the musical elements in written examples using correct musical terms. select an element of music from a musical example and identify how it is used. 	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 cadences and simple chord progressions (as it relates to tension and release). demonstrate conducting techniques to generate expressive responses from the performers. 	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"> • apply criteria to a musical selection. • apply knowledge gained from listening to and evaluating another group's performance to improve his or her own performance. 	1,2,4
MU.D.1.4.2 analyze music events within a composition.	<ul style="list-style-type: none"> • select an element within a piece of music and identify how the element is used. 	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 several music related careers and the skills and education needed to achieve them (i.e., music industry, music technology, and music therapy). 	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 era of composition and understand its cultural influence as it relates to choral repertoire. • explore the development of western musical forms used today. 	1,2,4,7,10

Demonstrate responsible participation in music activities.

Benchmark / The student will:	The students will be able to:	Goal #3
<p>MU.E.2.4.1 know characteristics that make music suitable for specific occasions and purposes and respond appropriately within various musical settings.</p>	<ul style="list-style-type: none"> • perform various musical compositions understanding their appropriate musical setting for specific occasions (e.g., concert, liturgical, and background). 	<p>1, 2, 4, 10</p>
<p>MU.E.2.4.2 use informed consumer choices concerning music based on personal criteria (e.g., rationalize and defend music preferences).</p>	<ul style="list-style-type: none"> • analyze reactions to listening experiences, using the established criteria for judging music. • discuss personal preferences as to choice of listening habits. 	<p>1, 2, 4, 5</p>
<p>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.</p>	<ul style="list-style-type: none"> • identify musicians in various roles that are influential in one's own environment (e.g., teacher, church, organist, minister of music). • attend a fine arts vocal performance and complete a written critique. 	<p>1, 2, 4, 10</p>

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.