

**M/J CHORUS I**

**Course Number: 10303000**

**District Course Description:**

The purpose of this course is to provide basic training in choral singing and musicianship. Emphasis will be placed on correct posture, tone production, basic musical terms and symbols, note reading, and beginning sight-reading skills.

**Prerequisite:**

None

**A. Skills and Techniques**

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.1.3.1 sing choral works (appropriate for the changing male and female voice) with three and four part harmonies, with and without accompaniment.	<ul style="list-style-type: none"> <li>• demonstrate proper posture, breath support, pitch matching ability, intonation, attacks, and releases.</li> <li>• demonstrate proper diction using vowels, consonants, and diphthongs.</li> <li>• sing multiple voice repertoire with and without accompaniment to include unison, two part, and three part singing.</li> <li>• perform and distinguish between chest voice and head voice.</li> </ul>	1,2,8,9
MU.A.1.3.2 sing with appropriate expression, a repertoire of music literature from various styles and historical periods.	<ul style="list-style-type: none"> <li>• sing with appropriate expression through dynamics and phrasing.</li> <li>• sing music of varied styles, forms, and periods as it occurs in current repertoire.</li> </ul>	

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.1.3.3 perform in choral ensembles with appropriate blend of tones, balance of sections and response to the cues of a conductor.	<ul style="list-style-type: none"> <li>• sing in a choral ensemble.</li> <li>• demonstrate unified vowels, tone color, and cross-section listening within the ensemble.</li> <li>• respond to conductor's cues as they relate to dynamics, phrasing, and two, three, and four beat patterns.</li> </ul>	2,5,8,9

Demonstrate the ability to interpret and perform rhythmic and melodic notation and expressive markings.

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.A.3.3.1 Sight read music in bass and/or treble clefs written in simple and compound meters.	<ul style="list-style-type: none"> <li>recognize and sing repeated tones.</li> <li>sing simple musical excerpts in 2/4, 3/4, and 4/4.</li> <li>sing intervals moving by steps in unison, unaccompanied, and in a major key.</li> <li>Interpret and count (orally and written form) given rhythms using a counting system.</li> <li>sight sing the interval of a perfect fourth, perfect fifth and octave.</li> </ul>	1,2,3,7
MU.A.3.3.2 Use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> <li>write a simple phrase for one's own singable range using correct note values, signs, and symbols to convey musical ideas.</li> </ul>	1,2,3,4,7
MU.A.3.3.3 Write notation for rhythmic and melodic phrases that have been performed by someone else.	<ul style="list-style-type: none"> <li>write a two to four measure phrase using four and five notes to create melodies, given the key, starting pitch, and meter.</li> <li>notate the correct rhythm for a two to four measure phrase. Rhythms will consist of whole notes, half notes, quarter notes, and eighth notes.</li> </ul>	1,2,3,4,7

### **B. Creation and Communication**

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

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.B.2.3.1 Use the basic principles of composition to create short pieces for voice and/or instruments, using both traditional and non-traditional sound sources that express an idea or feeling.	<ul style="list-style-type: none"> <li>create a short piece which expresses a particular concept or emotion.</li> </ul>	1,2,3,4,5,6, 8,9

**C. Cultural and Historical Connections**

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.C.1.3.1 know the main characteristics of the music of various cultures, historical periods, genres, and composers.	<ul style="list-style-type: none"> <li>• sing music of America, other cultures and other languages.</li> <li>• sing music of varied styles forms and periods as it occurs in current repertoire.</li> <li>• recognize the labels which identify the historic and stylistic periods in Western music: Baroque, Classical, Romantic, and Contemporary.</li> <li>• listen to and identify music of varied styles, forms and periods.</li> </ul>	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> <li>• listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theatre, etc.</li> </ul>	1,2,10
MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres.	<ul style="list-style-type: none"> <li>• listen to and identify music of 20th century American composers and performers.</li> </ul>	1,2,10

**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.1.3.1 identify major musical themes of patterns that outline the form of a composition.	<ul style="list-style-type: none"> <li>• identify forms such as: AB, ABA, ABAC as it occurs in current repertoire.</li> </ul>	1,2,3,4
MU.D.1.3.2 know the basic music principles and structures used to analyze music.	<ul style="list-style-type: none"> <li>• identify major and minor tonality.</li> <li>• differentiate between melody and harmony.</li> </ul>	1,2,3,4
MU.D.1.3.3 understand how the elements of music are manipulated to contribute to the expressive quality of music.	<ul style="list-style-type: none"> <li>• recognize the elements of music (e.g., dynamics tempo, articulation, tone color and tonality) used to enhance expressive qualities.</li> </ul>	1,2,3,4,7

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.2.3.1 Create criteria, with exemplary models, to evaluate the quality and effectiveness of music performance.	<ul style="list-style-type: none"> <li>use the following criteria to assess music performance which may include: posture, vowels, note accuracy, rhythmic accuracy, intonation, and expression.</li> </ul>	1,2,4
MU.D.2.3.2 Use specific criteria, appropriate to the style of music, to evaluate one's own performance and the performance of others.	<ul style="list-style-type: none"> <li>evaluate one's own performance and the performance of others using previously developed criteria.</li> </ul>	1,2,4,5,8,9

### E. Applications 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.1.3.1 Understand the relationships between music and other subjects and how each expresses events, emotions, and ideas (e.g., sadness, as expressed in music; dirge in dance: ending of Swan Lake; and in visual art: Pieta').	<ul style="list-style-type: none"> <li>describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts.</li> <li>explain how television and movies use the emotional qualities of music to enhance the presentation of drama, action or other visual images.</li> </ul>	1,2,4
MU.E.1.3.2 understand how the elements of music connect to other subject areas (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> <li>identify the musical elements and understand their practical applications in other subject areas.</li> <li>identify the country or region of different folk tunes studied in class.</li> <li>explain how math is used in rhythmic notation.</li> <li>explain the historical connection as it applies to current repertoire.</li> </ul>	1,2,3,4,6,7

<b>Benchmark / The student will:</b>	<b>The students will be able to:</b>	<b>Goal #3</b>
MU.E.2.3.1 Understand the influence of daily music experiences in one's personal life.	<ul style="list-style-type: none"> <li>• describe and demonstrate appropriate audience and performance behavior at a variety of musical programs.</li> <li>• critique individual, class and public music performances.</li> <li>• develop or reinforce a positive attitude toward self through the study and creation of music.</li> </ul>	
MU.E.2.3.3 Understand the role of music, musicians, and performance practices in various cultures.	<ul style="list-style-type: none"> <li>• describe musical performance practices in at least one other culture and compare them to American literature.</li> </ul>	
MU.E.2.3.4 Understand the uniqueness of music and its importance in society.	<ul style="list-style-type: none"> <li>• participate in concert experiences as a listener and performer.</li> <li>• Recognize the importance of attending or participating in additional community activities.</li> </ul>	

**Co-Curricular Requirements:**

Primary goals are geared toward individual skill development. Individual practice outside of class is expected. Group rehearsals and performances outside of the school day may be required.