

M/J CHORUS II**Course Number: 10303010****District Course Description:**

The purpose of this course is to continue and expand the basic training begun in Chorus Level I. Emphasis will be placed on developing performance skills through concert festival, and solo and ensemble experiences.

Prerequisite:

Successful completion of Chorus I and/or director recommendation.

A. Skills and Techniques

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

Benchmark / The student will:	The students will be able to:	Goal #3
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"> • demonstrate basic techniques used in tonal placement. • demonstrate basic knowledge of articulation and enunciation. • perform and distinguish between chest voice and head voice. 	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"> • listen to and identify music of varied styles, forms, and periods. • identify and define the following phrase and expression markings in a musical score: staccato, legato, dolce, subito, largo, adagio, and presto. 	1,2,4,8,9, 10
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"> • perform a part independently in two-part music. • perform with an ensemble using a well-supported vocal tone, with a tone quality that matches the other voices in the group. 	2,5,8,9

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

Benchmark / The student will:	The students will be able to:	Goal #3
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"> sight read rhythmic exercises using the following: sixteenth note/rest, dotted quarter note/rest, dotted half note/rest, ties, and triplets. perform rhythmic exercises using cut time, 6/8, and syncopation. sight read simple songs in meter of two, three, four and six in the appropriate clef. 	1,2,3,7
MU.A.3.3.2 use notation and symbols to organize musical ideas.	<ul style="list-style-type: none"> notate musical ideas using music notation. create compositions using alternative, non-conventional instruments as accompaniment for simple vocal melodies using step-wise and skipping intervals. 	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"> notate the correct pitches and rhythms for a four-eight measures phrase, given the key, starting pitch and meter. 	1,2,3,4,7

B. Creation and Communication

Create improvisations appropriate to the choral literature performed.

Benchmark / The student will:	The students will be able to:	Goal #3
MU.B. 1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> improvise a melody line using pentatonic scale accompanied by a given repeated rhythmic pattern. 	1,2,3,4,7

Compose and arrange 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.2.3.1 use the basic principles of composition to create short pieces for voice and instruments using both traditional and nontraditional sound sources that express an idea or a feeling.	<ul style="list-style-type: none"> create compositions using alternative, non-conventional instruments as simple vocal melodies using step-wise and skipping intervals. 	1,2,3,4,7

C. Cultural and Historical Connections

Demonstrate knowledge of musical form from varied choral style periods.

Benchmark / The student will:	The students will be able to:	Goal #3
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"> • sing music of varied styles, forms and periods as it occurs in current repertoire • listen to and identify music of varied styles, forms and periods. 	1,2,10
MU.C.1.3.2 know representative examples of various American music genres.	<ul style="list-style-type: none"> • listen to and identify American styles of music such as jazz, folk songs, spirituals, musical theatre, etc. 	1,2,10
MU.C.1.3.3 know the important composers and well-known musicians and performance ensembles that influenced American music genres (e.g., Leonard Bernstein, New York Philharmonic, George Gershwin, Chuck Berry and Scott Joplin).	<ul style="list-style-type: none"> • listen to and identify music of 20th century composers and performers. 	1,2,10

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

Evaluate musical performance as a participant and a listener.

Benchmark / The student will:	The students will be able to:	Goal #3
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"> • discuss criteria, which may be used in evaluating individual and group performances • identify criteria used to evaluate performances at FVA District Music Performance Assessments. 	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"> • use the criteria developed to critique one's own performance. • evaluate one's own performance and the performance of others using criteria developed in the previous benchmark. 	1,2,4,5,8,9

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.1.3.1 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"> • describe the emotions expressed in music and discuss how these emotions can be expressed in the other arts. 	1,2,4
MU.E.1.3.2 understand how the elements of music connect to their subject areas (e.g., how acoustics connects to science).	<ul style="list-style-type: none"> • explain how math is used in rhythmic notation. • explain the historical connection as it applies in current repertoire. • identify the country or region of different folk or ethnic music studied in class. 	1,2,3,4,6,7

Benchmark / The student will:	The students will be able to:	Goal #3
MU.E.2.3.1 understand the influence of daily music experiences (e.g., television and radio commercials and background music in public places) in one's personal life.	<ul style="list-style-type: none"> recognize the value and benefits of individual practice and private instruction. model proper concert etiquette. describe three ways that music is present in daily life. 	1,2,4,5
MU.E.2.3.3 understand the role of music, musicians, and performance practices in various cultures.	<ul style="list-style-type: none"> describe the similarities in the role of music in American society with its role in other cultures. 	1,2,4,10
MU.E.2.3.4 understand the uniqueness of music and its importance in society (e.g., public and private rituals).	<ul style="list-style-type: none"> participate in concert experience as a listener and performer. participate in additional opportunities through community activities. 	1,2,4,10

Co-Curricular Requirements:

Goals at this level are geared toward continued individual skill development and group development. Individual practice outside of class is expected. Students will be expected to expand their performance levels outside of the classroom to include, but not limited to, clinics, concerts, and festivals. Students will be required to participate in practices and performances beyond the regular class time since this course is performance-oriented.