

M/J CHORUS III

Course Number: 10303020

District Course Description:

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

Prerequisite:

Successful completion of Chorus I and II 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"> • sing music of varied styles forms and periods. • identify and sing the following phrase and expression markings in a musical score: staccato, legato, dolce, subito, largo, adagio, and presto. 	1,2,4,8,9,10

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.1.3.3 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 and three part music. • perform an a cappella work of music. • perform with an ensemble using a well-supported vocal tone which blends with other voices in the group. • respond to cues from a conductor as they relate to: dynamics, phrasing, style, attacks, and releases. 	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 notes and rests: sixteenth, dotted quarter, dotted half, 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.B.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.1.3.1 improvise simple harmonic accompaniments for a given melody.	<ul style="list-style-type: none"> create a harmonic accompaniment to a simple melody using keyboard, voice, Orff instruments or bells. 	
MU.B.1.3.2 improvise short melodies over given rhythmic accompaniment.	<ul style="list-style-type: none"> create 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 accompaniment for simple vocal melodies using step-wise and skipping intervals. 	1,2,3,4,7
MU.B.2.3.2 arrange simple pieces for voices or instruments other than those for which the pieces were written.	<ul style="list-style-type: none"> alter the timbre or other elements of a composition using an electronic keyboard 	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. classify the music and composers studied according to the historic and stylistic periods in Western music: Renaissance, Baroque, Classical, Romantic, and Contemporary. listen 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"> sing music of America and other cultures using other languages, when appropriate. listen to and identify music of America and other cultures relating to other subject areas when applicable in interdisciplinary units. 	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, diminished and augmented tonality. differentiate between monophony, homophony and polyphony. 	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 the criteria, which may be used in evaluating individual and group performances. 	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"> recognize the importance of accepting constructive criticism. evaluate one's own performance and the performance of others using previously developed criteria. 	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"> The student will be able to describe how music is used with the other arts to convey expression and emotion in the entertainment industry. 	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 the historical connection of music studied in class with particular events or time periods when applicable (e.g., Aura Lee associated with the American struggle for independence). identify the nationality of famous composers studied in class. explain how math is used in rhythmic notation. 	1,2,3,4,6,7
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"> understand the effect of music on daily activities. critique individual, class and public music performances. develop or reinforce a positive attitude toward self through the study and creation of music. 	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"> compare the role of American musicians with their role of musicians in other cultures or countries. 	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"> recognize the importance of attending performances in the community. identify the various occasions that utilize live music and discuss how music impacts each occasion. 	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.