

High School Course Description for **Chorus**

Course Title: Chorus

Curricular Area: Visual and Performing Arts

Course Number: VPA105/106

Length: One Year – with option to begin 2nd semester

Grade Level: 9-12

Prerequisites: None

Meets a UC a-g Requirement: F (pending approval)

Meets NCAA Requirement: No

Meets High School Graduation Requirement for:
10 (Ten) Elective Credits

Course Description

This is a full year course that may be repeated for up to four years. This course emphasizes instruction in techniques of beginning age appropriate vocal production, creative expression through singing, and beginning concepts of musicianship. Exercises are given to develop the singing voice in an age-appropriate manner as well as exercises to teach music reading and basic music theory. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in unison, two or three parts. Students will produce a series of evening concerts for the community. Participation in all performances is required by all members unless excused by the instructor. A performance costume is required and is the financial responsibility of the student. The Chorus is the training ensemble for other more advanced ensembles. Given the circular nature of a choral curriculum, students are encouraged to participate in multiple semesters to further improve upon their learned skills and students may begin their choral studies in either semester.

Alignment

This course is aligned to the California Visual and Performing Arts Content Standards for Music Grades 9-12: Proficient.

Instructional Materials

The instructor will select a variety of age appropriate music (octavos) for each concert unit. As students may take this course multiple times for credit, the literature performed should change for each semester. This literature may be either sacred or secular, from a variety of historical periods, *a capella* or accompanied, and in unison, two, or three parts. At least one concert each year should include music in a foreign language. At least one concert a year should include contemporary music. The instructor will further select a variety of choral and vocal recordings to demonstrate for the class vocal technique and choral fundamentals such as placement, balance, blend, and tone.

Exit Criteria

By the end of the school year, students are expected to do the following:

1. Use vocal music as a means of self expression and creative expression.
2. Demonstrate ability to perform vocally appropriate breathing exercises.
3. Demonstrate ability to perform vocally appropriate vocal exercises.

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4. Demonstrate ability to use musical vocabulary to discuss literature and performances of vocal and choral music.
5. Demonstrate knowledge of basic music theory including rhythms, note identification, and scales.
6. Demonstrate knowledge of basic music history of various styles of music from different historical periods.
7. Demonstrate ability to sight-sing a single line of simple to moderate, diatonic music.
8. Demonstrate the ability to read and perform all types of basic music rhythms up to sixteenth notes.
9. Demonstrate the ability to appreciate and to relate all forms of creative and/or fine arts to each other.
10. Sing, various styles of music literature in unison, two or three part harmony.
11. Participate in all scheduled rehearsals and performances.

Grading Criteria

<u>Activities</u>	<u>Percentage</u>
Class Participation	35%
Musicianship Quizzes/Tests.....	20%
Written Assignments.....	10%
Performance Participation.....	35%
Total:	100%

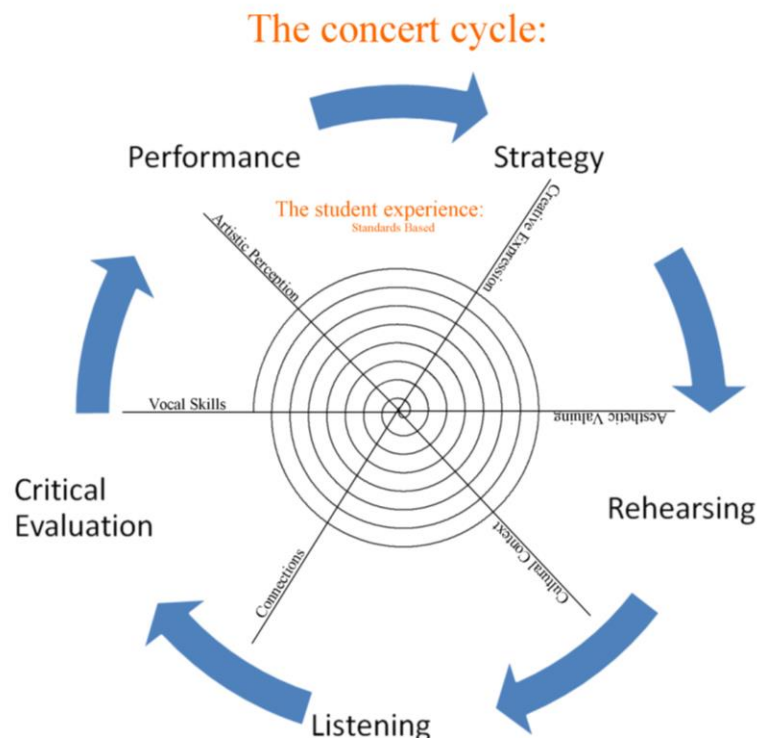
This Course of Study was updated in 2013 by Ryan Duckworth, Robert Ransdell, and Lisa Nicolay

Pacing Guide Introduction:

This pacing guide outlines a format from which the California Music Content Standards can be taught within the performing ensemble classroom. Choral music classes are standards based and as such should be driven by the standards themselves, yet this pacing guide allows each music educator to make informed decisions as to the content of the concert cycle (repertoire) and the particular rehearsal strategies to be used taking into consideration community desires, extant student musical ability, class size, and other relevant factors.

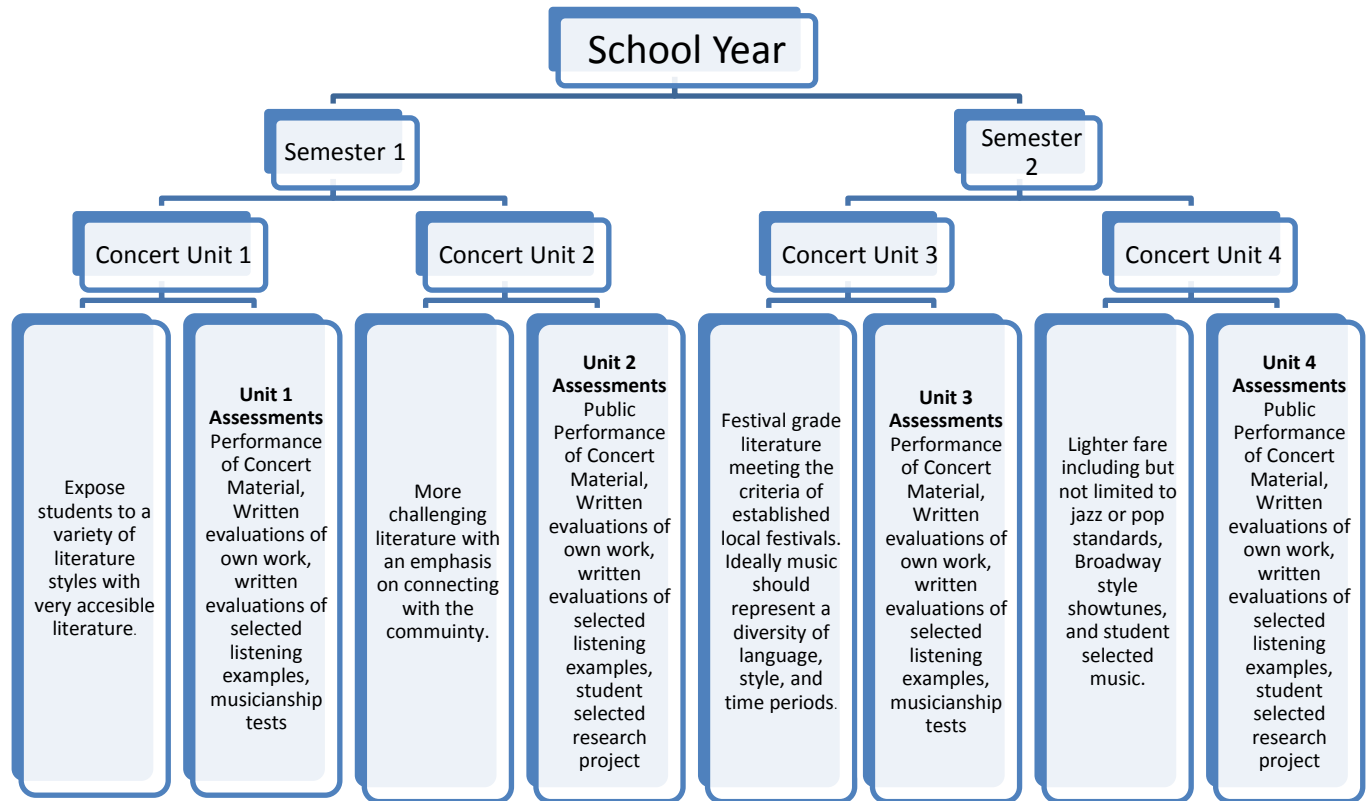
Curriculum Organization

Choral classes are structured upon a spiral curriculum model wherein students of all abilities may access the content of a lesson while continually progressing into deeper and richer understanding of the material presented and the skills being rehearsed. Given the reality that a high school choir classroom may have students ranging from freshman to senior and within those groups have students with no previous music experience to students with extensive music experience; a spiral curriculum allows this diverse collection of students to simultaneously participate in the lessons, class, or unit while experiencing academic growth at whatever level they are currently situated. Each concert cycle unit then becomes a microcosm through which all students will experience virtually all music standards and related literacy standards through the practical application of musical skills in real-world situations. This circular design also allows students to repeat courses for credit since each repetition will include new literature and a continual deepening of that student's ability and understanding of the skills and concepts being used.



Unit (Concert Cycle) Organization:

While freedom must be given to each music educator to select their own sequence of units and repertoire within the curriculum, this is a *suggested* sequence of units.



Key Assignments

As a performance ensemble, performance assessments are an integral part of each class. These may include ensemble performances in a variety of concert settings but also individual performance assessments including sight-reading, part independence, and musical elements tests. Further assessments should align with College and Career Readiness Anchor Standards. These may include listening and responding, using academic and music specific vocabulary, and demonstrating college and career ready literacy skills.

- Full ensemble performances in concert
- Small Ensemble performances
- Individual performance or parts and/or music fundamentals
- Written evaluation, using domain specific vocabulary, of one's own performance
- Written evaluation, using domain specific vocabulary, of other performances or selected listening examples
- Verbal discussions, using domain specific vocabulary, of a variety of musical performances
- Using contextual clues to determine the meanings of particular lyrics within a chosen song
- Research a variety of music related topics including music schools, careers, artists, composers, and historical practices.

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Domain Specific Vocabulary

This list is based upon those musical terms used by the Southern California Vocal Association (SCVA) performance evaluations. This is by no means an exhaustive list of all the music-specific vocabulary students should be comfortable using.

- Accompaniment
- Aesthetics
- Appearance
- Artistry
- Attacks
- Attitude
- Balance
- Blend
- Breath support
- Chord
- Deportment
- Diction
- Dynamics
- Interpretation
- Interval
- Intonation
- Phrasing
- Pitches
- Presentation
- Releases
- Repertoire
- Responsiveness
- Rhythm
- Style
- Tempo
- Tessitura
- Unison
- Vitality
- Vocal production

Note about this Pacing Guide

Given the circular nature of choral curricula students may begin their studies in either the first or third quarter. These pacing guides address that reality in the understanding that each teacher will choose materials most appropriate to the musical growth of their students.

First Quarter

Weeks: 1-9 First concert unit. Basic musicianship including: major scale with solfege or numbers, melodic reading of diatonic exercises, rhythmic reading of whole, half, and quarter notes. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in unison or harmony. The unit culminates in a performance of the literature learned. Written and performance assessments will be included throughout the unit.

MusicStandards:

Read and Notate Music

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

Apply Vocal or Instrumental Skills

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.

Role of Music

- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Unit and Pacing Guide for **Chorus**

Diversity of Music

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

Analyze and Critically Assess

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures

Connections and Applications

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

- 5.3 Research musical careers in radio, television, and advertising.

Second Quarter

Weeks: 10-18. Second concert unit. Basic musicianship including: sight-reading, major scale, natural minor scale, chromatic scale, aural recall, and aural dictation. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in two or more part harmonies. The unit culminates in a public performance of the literature learned for the community. Written and performance assessments will be included throughout the unit.

Music Standards:

Read and Notate Music

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

Apply Vocal or Instrumental Skills

Unit and Pacing Guide for **Chorus**

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

2.2 Sing music written in three or four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part.

Role of Music

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

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Careers and Career-Related Skills

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Third Quarter

Weeks: 19-26 Third concert unit. Basic musicianship including: major scale with solfege or numbers, melodic reading of diatonic exercises, rhythmic reading of whole, half, and quarter notes. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in unison or harmony. The unit culminates in a performance of the literature learned. Written and performance assessments will be included throughout the unit.

MusicStandards:

Read and Notate Music

1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).

Unit and Pacing Guide for **Chorus**

1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

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Fourth Quarter

Weeks: 27-36. Fourth concert unit. Basic musicianship including: sight-reading, major scale, natural minor scale, chromatic scale, aural recall, and aural dictation. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in two or more part harmonies. The unit culminates in a public performance of the literature learned for the community. Written and performance assessments will be included throughout the unit.

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