

High School Course Description for **Treble Chamber Chorale**

Course Title: Treble Chamber Chorale

Curricular Area: Visual and Performing Arts

Course Number: VPA109

Length: One year

Grade Level: 9-12

Prerequisites: Audition and teacher approval. Basic musicianship and sight-reading ability. Treble voicing (soprano, mezzo, alto, cambiata)

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

Meets NCAA Requirement: No

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

Course Description

This is a year-long course (two semesters) that may be repeated multiple times for credit. This course allows students with previous choral experience to further their abilities in and understanding of choral music performance as a mode of self-expression. An audition is required for admission. Since treble voices are often more plentiful than tenors or basses, this class is specifically designed for treble voices (soprano, mezzo, alto, and cambiata) so that more students may experience the advanced musicianship of participation in a vocally balanced ensemble. Exercises are given to develop the singing voice. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in two, three, or more parts. When appropriate, students will learn choreography and staging to enhance their performances. Students will produce a series of evening concerts for the community. Students may participate in various choral competitions throughout the year. 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.

Alignment

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

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 year. This literature may be either sacred or secular, from a variety of historical periods, *a capella* or accompanied, and in two, three, or more 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:

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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.
4. Demonstrate knowledge of the pedagogy of the voice
5. Demonstrate ability to use musical vocabulary to discuss literature and performances of vocal and choral music.
6. Demonstrate knowledge of basic music theory including rhythms, note identification, key signatures, and scales.
7. Demonstrate knowledge of basic music history of various styles of music from different historical periods.
8. Demonstrate ability to sight-sing a single line of moderate to advanced music.
9. Demonstrate the ability to read and perform all types of music rhythms.
10. Demonstrate the ability to appreciate and to relate all forms of creative and/or fine arts to each other.
11. Demonstrate the ability to analyze the form, content, and style appropriate to a variety of choral music.
12. Sing, various styles of music literature in two, three, or more part harmony.
13. Demonstrate the ability to sing as a soloist
14. Perform a variety of rudimentary dance steps
15. Demonstrate various performing techniques including emoting, dancing, or acting.
16. Demonstrate various theatrical performing techniques including staging, choreography, use of props, costumes, and other “show” elements.
17. Demonstrate a basic understanding of the use of performance technology including microphone use.
18. 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.....	<u>35%</u>
Total:	100%

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

* Based on the 2013 Ensemble Course Sequence Draft of the updated National Core Music Standards, this class will align with the newly created “Accomplished” level.

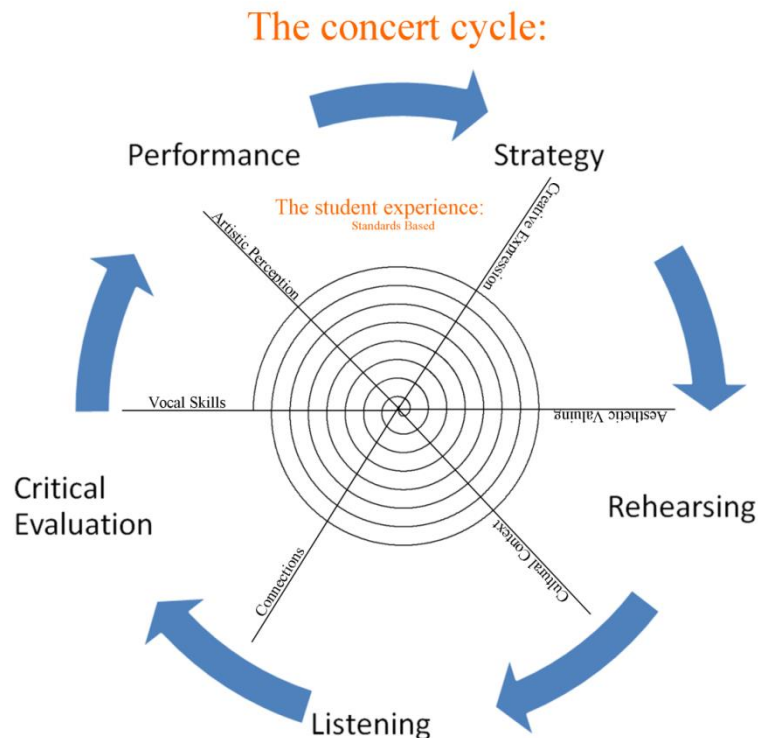
Unit and Pacing Guide for Chamber Chorale

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

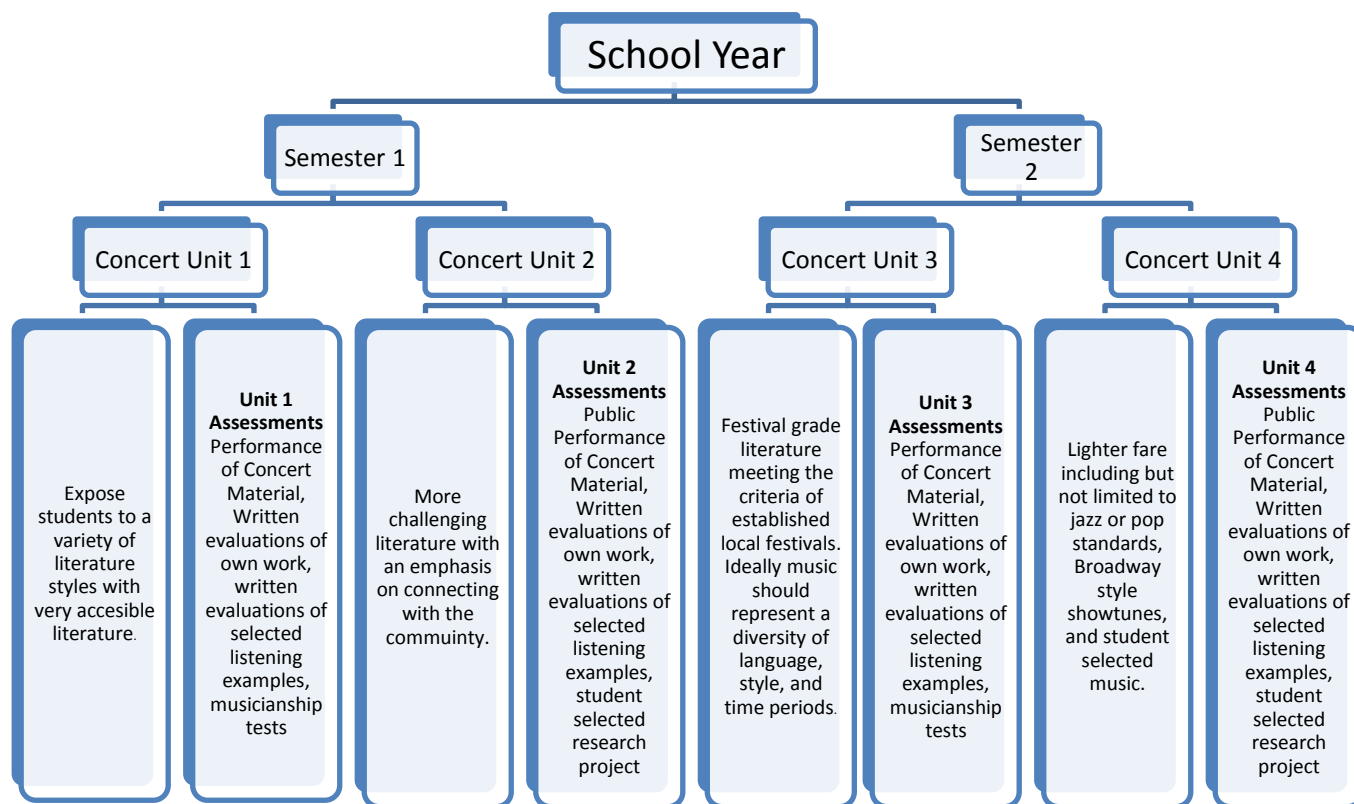
Choral classes are structured upon a spiral curriculum model wherein students of all abilities may access the content of a lesson while continually progressing into deeper and richer understanding of the material presented and the skills being rehearsed. Given the reality that a high school choir classroom 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.



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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
- Department
- Diction
- Dynamics
- Interpretation
- Interval
- Intonation
- Phrasing
- Pitches
- Presentation
- Releases
- Repertoire
- Responsiveness
- Rhythm
- Style
- Tempo
- Tessitura
- Unison
- Vitality
- Vocal production

First Quarter

Weeks: 1-9. First concert unit. Basic musicianship including: sight-reading, major scale, natural minor scale, chromatic scale, and aural recall. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in three or more part harmonies. The unit culminates in a performance of the literature learned. Written and performance assessments will be included throughout the unit.

Music Standards:

Read and Notate Music

- 1.1 Read a full vocal score and describe how the elements of music are used.
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from 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: 5 on a scale of 1-6).
- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Role of Music

- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

- 3.4 Perform music from a variety of cultures and historical periods.
- 3.5 Compare and contrast instruments from a variety of cultures and historical periods.

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- 3.6 Compare and contrast musical styles within various popular genres in North America and South America.
- 3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
- 3.8 Compare and contrast musical genres or styles that show the influence of two or more cultural traditions.

Analyze and Critically Assess

- 4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

Derive Meaning

- 4.2 Analyze and explain how and why people in a particular culture use and respond to specific musical works from their own culture.
- 4.3 Compare and contrast the musical means used to create images or evoke feelings and emotions in works of music from various cultures.

Second Quarter

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

Music Standards:

Read and Notate Music

- 1.1 Read a full vocal score and describe how the elements of music are used.
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.
- 1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.
- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from 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: 5 on a scale of 1-6).
- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Compose, Arrange, and Improvise

- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture

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Derive Meaning

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Connections and Applications

5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

Third Quarter

Weeks: 19-27 Third concert unit. Moderate to advanced musicianship including: sight-reading, major scale, natural minor scale, melodic minor scale, harmonic minor scale. chromatic scale, aural recall, and dictation. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in three or more part harmonies. The unit culminates in a performance of the literature learned. This unit should emphasize a wide variety of literature from different historical periods and cultures. Written and performance assessments will be included throughout the unit.

Music Standards:

Read and Notate Music

1.1 Read a full vocal score and describe how the elements of music are used.

1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).

1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Listen to, Analyze, and Describe Music

1.4 Analyze and describe significant musical events perceived and remembered in a given aural example.

1.5 Analyze and describe the use of musical elements in a given work that makes it unique, interesting, and expressive.

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- 1.6 Compare and contrast the use of form, both past and present, in a varied repertoire of music from 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: 5 on a scale of 1–6).
- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1–6).

Compose, Arrange, and Improvise

- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture

Role of Music

- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
- 3.2 Identify uses of music elements in nontraditional art music (e.g., atonal, twelve-tone, serial).
- 3.3 Compare and contrast the social function of a variety of music forms in various cultures and time periods.

Diversity of Music

- 3.4 Perform music from a variety of cultures and historical periods.
- 3.5 Compare and contrast instruments from a variety of cultures and historical periods.
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- 3.7 Analyze the stylistic features of a given musical work that define its aesthetic traditions and its historical or cultural context.
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Analyze and Critically Assess

- 4.1 Compare and contrast how a composer's intentions result in a work of music and how that music is used.

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Connections and Applications

- 5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

Fourth Quarter

Weeks: 28-37. Final concert unit. Moderate to advanced musicianship including: sight-reading, major scale, natural minor scale, melodic minor scale, harmonic minor scale. chromatic scale, improvisation, aural

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recall, dictation and melodic composition. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in three or more part harmonies as well as solo singing. The unit culminates in a public performance of the literature learned for the community. This unit includes links to different music careers and opportunities for students to pursue creative musical expression outside of high school. Written and performance assessments will be included throughout the unit.

Music Standards:

Read and Notate Music

- 1.1 Read a full vocal score and describe how the elements of music are used.
- 1.2 Transcribe simple songs into melodic and rhythmic notation when presented aurally (level of difficulty: 2 on a scale of 1-6).
- 1.3 Sight-read music accurately and expressively (level of difficulty: 4 on a scale of 1-6).

Listen to, Analyze, and Describe Music

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- 2.2 Sing music written in four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part (level of difficulty: 5 on a scale of 1-6).

Compose, Arrange, and Improvise

- 2.6 Compose music in distinct styles.
- 2.7 Compose and arrange music for various combinations of voice and acoustic and digital/ electronic instruments, using appropriate ranges and traditional and nontraditional sound sources.
- 2.8 Create melodic and rhythmic improvisations in a style or genre within a musical culture

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- 3.1 Analyze how the roles of musicians and composers have changed or remained the same throughout history.
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Connections and Applications

- 5.1 Explain ways in which the principles and subject matter of music and various disciplines outside the arts are interrelated.

Careers and Career-Related Skills

- 5.3 Identify and explain the various factors involved in pursuing careers in music.