Mixed Chorus

Grade 10-12

Planned Course of Study
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Timothy Myers

J. Howard Baxter – Supervisor of Music/Coordinator of Elementary Art
PLANNED COURSE OF STUDY
Mixed Chorus

I. Objectives

Students will demonstrate a level of proficiency in each of the following areas of the Arts and Humanities as related to music.

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Art
B. Historical and Cultural Contexts
C. Critical Response
D. Aesthetic Response

II. Major Concepts

Grade 10

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
   1. Student will be able to demonstrate appropriate posture and breathing techniques while singing.
   2. Student will be able to distinguish between initial and final consonants.
   3. Student will be able to demonstrate an understanding of choral balance.
   4. Student will be able to read and sight sing notation of simple patterns utilizing solfeggio. Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms up to and including a quarter note.
   5. Student will be able to recognize and identify key signatures up to 2 b’s/#’s on the circle of 5ths.
B. Historical and Cultural Contexts
   1. Sing in a manner reflecting stylistic qualities of different genres of music.
   2. Sing a wide and varied repertoire of music.
   3. Discuss the zeitgeist of composer and piece being sung.

C. Critical Response
   1. Define ten of the “Principal Terms Used in Music”.
   2. Identify visually and aurally similar and contrasting phrases.
   3. Identify visually and aurally simple forms of AB & ABA.

D. Aesthetic Response
   1. Demonstrate basic conducting gestures in 4/4 and ¾ time signatures.
   2. Demonstrate basic conducting gestures for dynamics.
   3. Respond to simple conducting patterns and interpretive gestures.
   4. Use expressive qualities of dynamics, tempo, and balance in group performance. Attention will be given to the varying degrees of dynamics and tempo. Stress will be placed on student awareness of balance within and among sections of the ensemble.
   5. Discuss not only the prevalent, but also the underlying connection between the text, the music, and the composer’s message behind the music.

Grade 11

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts
   1. Student will be able to demonstrate appropriate posture and breathing techniques while singing.
   2. Student will be able to distinguish between initial and final consonants.
   3. Student will be able to demonstrate an understanding of choral balance.
4. Student will be able to sing, identify, and define major, minor and perfect intervals within a one octave range.

5. Student will be able to read and sight sing notation of simple patterns utilizing solfeggio. Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms up to and including a quarter note.

6. Student will be able to recognize and identify key signatures up to 3 b’s/#’s on the circle of 5ths.

7. Student will be able to sing with purity of vowels and clarity of consonants appropriate to interpretive markings and musical styles. Attention will be given to markings such as tempi, and dynamics.

8. Student will be able to demonstrate a command of vocal production and intonation. Continued emphasis is on a free, natural, and well focused tone.

9. Student will be able to read and sight sing notation of simple patterns utilizing solfeggio. Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms up to and including an eighth note.

B. Historical and Cultural Contexts

1. Sing in a manner reflecting stylistic qualities of different genres of music.

2. Sing a wide and varied repertoire of music.

3. Discuss the zeitgeist of composer and piece being sung.

C. Critical Response

1. Define fifteen of the “Principal Terms Used in Music”.

2. Identify visually and aurally similar and contrasting phrases.

3. Identify visually and aurally simple forms of AB & ABA.

4. Identify and define the intervals in a major scale.

5. Identify and analyze musical phrases and compositional techniques.

D. Aesthetic Response
1. Demonstrate basic conducting gestures in 4/4 and ¾ time signatures.

2. Demonstrate basic conducting gestures for dynamics.

3. Respond to simple conducting patterns and interpretive gestures.

4. Use expressive qualities of dynamics, tempo, and balance in group performance. Attention will be given to the varying degrees of dynamics and tempo. Stress will be placed on student awareness of balance within and among sections of the ensemble.

5. Discuss not only the prevalent, but also the underlying connection between the text, the music, and the composer’s message behind the music.

Grade 12

A. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts

1. Student will be able to demonstrate appropriate posture and breathing techniques while singing.

2. Student will be able to distinguish between initial and final consonants.

3. Student will be able to demonstrate an understanding of choral balance.

4. Student will be able to sing, identify, and define major, minor and perfect intervals within a one octave range.

5. Student will be able to read and sight sing notation of simple patterns utilizing solfeggio. Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms up to and including a quarter note.

6. Student will be able to recognize and identify key signatures up to 4 b’s/#’s on the circle of 5ths.

7. Student will be able to sing with purity of vowels and clarity of consonants appropriate to interpretive markings and musical styles. Attention will be given to markings such as marcato, staccato, tenuto, tempi, and dynamics.

8. Student will be able to demonstrate a command of vocal production and intonation. Continued emphasis is on a free, natural, and well focused tone.
9. Student will be able to read and sight sing notation of simple patterns utilizing solfeggio. Pitch relationships should include major, minor, and perfect intervals within one octave of major scales. Rhythms up to and including an eighth note.

B. Historical and Cultural Contexts
   1. Sing in a manner reflecting stylistic qualities of different genres of music.
   2. Sing a wide and varied repertoire of music.
   3. Discuss the zeitgeist of composer and piece being sung.

C. Critical Response
   1. Define twenty of the “Principal Terms Used in Music”.
   2. Identify visually and aurally similar and contrasting phrases.
   3. Identify visually and aurally simple forms of AB & ABA.
   4. Identify and define the intervals in a major scale.
   5. Identify and define the intervals in a minor scale.
   6. Identify and analyze musical phrases and compositional techniques.
   7. Demonstrate knowledge of form and structure in a given choral score.

D. Aesthetic Response
   1. Demonstrate basic conducting gestures in 4/4 and ¾ time signatures.
   2. Demonstrate basic conducting gestures for dynamics.
   3. Respond to simple conducting patterns and interpretive gestures.
   4. Use expressive qualities of dynamics, tempo, and balance in group performance. Attention will be given to the varying degrees of dynamics and tempo. Stress will be placed on student awareness of balance within and among sections of the ensemble.
5. Discuss not only the prevalent, but also the underlying connection between the text, the music, and the composer’s message behind the music.

III. Instruction

A. Course Schedule (Days and Length of class period)

1. The course will meet five class periods a week

2. Each class Period will be forty-five minutes

B. Pacing (content by marking period)

1. By the end of the 1st marking period students will have learned breathing, vocal production, and solfeggio fundamentals

2. By December students will learn music for the Winter Concert.

3. From January to May students will learn music for the Spring Concert.

C. Methods

1. The common experiences are those which are inherent in the choral literature being studied.

2. The students receive instruction primarily in a large group.

3. Sectional rehearsals are used to reinforce individual parts and isolate specific vocal/musical issues.

4. Recordings and video tapes of choral literature provide material for study, analysis, and evaluation.

5. Performance of scales and exercises are used to develop tone quality

6. Sight-reading is done to develop a better ear and better musicianship

7. Music will be learned by note reading and rote.

8. Teaching of some music will be done by students either through rote or note reading

D. Resources


11. Choral repertoire.

IV. **Assessment**

A. **Procedures for Evaluation**

1. Solo performance of specific exercises from the method book and/or appropriate supplementary material
   
   a. Observation of techniques
   
   b. Evaluation of musicality

2. Student performance in ensembles, either in small or large groups
   
   a. Observation of techniques
b. Evaluation of musicality

3. Written tests

B. Expected Levels of Achievement

All students are expected to attain proficiency with respect to the following musical concepts:

1. Students will read music notation with accuracy and precision.
   a. Rhythmic patterns
   b. Melodic
   c. Musical terms

2. Students will use effective vocal techniques.
   a. Tone quality
   b. Intonation
   c. Articulation
   d. Balance

3. Students will use a variety of music styles.
   a. Renaissance
   b. Baroque
   c. Classical
   d. Romantic
   e. Impressionistic
   f. Contemporary
4. The student will perform the arrangement as specified in the program for the current school year.

5. The student will learn music while sitting in sections.
   a. Student will be vocally independent as part of a section.
   b. Student will rely on ear in conjunction with piano.

The students will be graded on the following criteria:

1. Advanced (A+)
   Demonstrates
   1. Superior understanding of above concepts
   2. 95-100% mastery on assessment items related to above concepts and scored numerically
   3. Achievement at the highest level on assessment items related to above concepts
   4. The ability to apply and extend learning and to explore ideas/topics independently

2. Proficient (B-A)
   1. Solid understanding of above concepts
   2. 80-94% mastery on assessment items related to above concepts and scored numerically
   3. Achievement at the proficient level on assessment items related to above concepts
   4. The ability to apply and extend learning and to explore ideas/topics with support

3. Basic (C)
   1. Partial understanding of above concepts
   2. 70-79% mastery on assessment items related to above concepts and scored numerically
   3. Achievement at one level below proficient on assessment items related to above concepts
4. A need to begin to apply and extend learning and to explore ideas/topics

4. Below Basic (D and below

1. Inadequate understanding of above concepts

2. Less than 69% mastery on assessment items related to above concepts and scored numerically

3. A need for additional focused instructional opportunities