



Grade 4-12 Concert Choir Curriculum

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Course Description: Chorus is a year-long course that explores choral music from a wide variety of cultures and time periods through study, rehearsal, and performance. The curriculum focuses on the fundamentals of vocal technique, music theory, and music history. Students in Concert Choir are expected to participate in one evening concert during the 2nd, 3rd, and 4th quarters as a part of their grade.

Time Frame:

Elementary - 1/week (25 min.); MS - 2/cycle (35 min.); HS - 3/cycle (40 min.)

Stage 1 - Identify Desired Results

Standards

9.1.8

- A.** Know and use the elements and principles of each art form to create works in the arts and humanities.
- B.** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.
- C.** Identify and use comprehensive vocabulary.
- D.** Demonstrate knowledge of at least two styles within each art form through performance.
- E.** Communicate a unifying theme or point of view through the production of works in the arts.
- G.** Explain the function and benefits of rehearsal and practice sessions.
- H.** Demonstrate and maintain materials, equipment and tools safely at work and performance spaces: Analyze the use of materials; Explain issues of cleanliness related to the arts; Explain the use of mechanical/electrical equipment; Demonstrate how to work in selected physical space/environment; Demonstrate the selection of safe props/stage equipment; Demonstrate methods for storing materials in the arts.
- I.** Know where arts events, performances and exhibitions occur and how to gain admission.
- J.** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others; Explain and demonstrate traditional technologies; Explain and demonstrate contemporary technologies.

9.2.8

- A.** Explain the historical, cultural and social context of an individual work in the arts.
- B.** Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- C.** Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- D.** Analyze a work of art from its historical and cultural perspective.
- E.** Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert

and Sullivan operettas)

F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.

G. Relate works in the arts to geographic regions: Africa; Asia; Australia; Central America; Europe; North America; South America.

I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).

J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).

K. Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories-poetry, work songs- blue grass).

L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

9.3.8

A. Know and use the critical process of the examination of works in the arts and humanities: Compare and contrast; Analyze; Interpret; Form and test hypotheses; Evaluate/form judgments.

B. Analyze and interpret specific characteristics of works in the arts within each art form

C. Identify and classify styles, forms, types and genre within art forms

D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.

E. Interpret and use various types of critical analysis in the arts and humanities: Contextual criticism; Formal criticism; Intuitive criticism.

F. Apply the process of criticism to identify characteristics among works in the arts.

9.4.8

A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities.

B. Compare and contrast informed individual opinions about the meaning of works in the arts to others.

C. Describe how the attributes of the audience's environment influence aesthetic responses.

D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities.

Big Ideas	Essential Questions
<ul style="list-style-type: none"> • Musicians evaluate their own and others' artistic work, through critical thinking, problem solving, persistence, and decision making. Singers transform music notation to a living, breathing, piece of art. • The arts reflect and document cultural trends and historical events. Through study of the arts, we learn about others and the world in which they live(d). 	<ul style="list-style-type: none"> • How do musicians make creative decisions? • How do musicians improve the quality of their creative work? • How does understanding the structure and context of musical works enhance the performance? • How do musicians make meaningful connections to creating, performing, and responding?
Content	Skills
<p>Elementary</p> <ul style="list-style-type: none"> • <u>Rhythm:</u> <ul style="list-style-type: none"> o Duration:note values- eighth notes, quarter notes, half notes, dotted half notes, whole notes, eighth rests, quarter rests, half rests, whole rests, dotted quarter note rhythms o Beat: Steady Beat o Meter: 2/4, 3/4, 4/4 o Rhythm Patterns: Polyrhythms, Ostinatos, Layering Patterns • <u>Melody:</u> <ul style="list-style-type: none"> o Pitch: Range (SA), register(G3-G6), accuracy, intonation o Steps/Leaps: movements by steps, leaps, or repeats, interval identification. 	<ul style="list-style-type: none"> • Use posture and breathing techniques to support appropriate tone production • Produce a free, clear tone with accurate intonation. • Perform in a way that uses expressive qualities of music using indicated dynamics, tempos, and articulations • Perform music in unison and harmony • Respond to various conducting patterns and interpretive gestures • Demonstrate the ability to perform independently and with others • Read musical notation • Respond to music through movement • Identify musical forms and textures • Evaluate musical performances • Determine the relationship of music to the arts and

- o Patterns: Melodic sequence, melodic repetition, imitation
- o Phrases: Melodic phrases, development, transformation
- **Tonality:** Major scales, minor scales, whole and half steps
- **Harmony:**
 - o Texture: Monophonic, polyphonic, homophonic, and modulation
 - o Chords: Major and minor triads, Chord patterns, major and minor chords
 - o Harmony: Rounds, Partner songs, Countermelodies, Descants
- **Tone Color:** Tone Production - Blending, Tone coloring/manipulation, vocal styles
- **Form:** Repetition/Contrast, Verse/Refrain
- **Expressive Quality:**
 - o Style: music from many times and cultures
 - o Dynamics: Effects of change on overall expressive content.
 - o Tempo: Basic tempos, Accelerando, ritardando
 - o Articulation: accents, staccato, legato
- Concert behavior and etiquette

Middle

- **Rhythms:**
 - o Duration: sixteenth and dotted eighth notes and rests, syncopation,
 - o Meter: 6/8, 3/4, 4/4, 2/4, mixed meter
- **Melody:**
 - o Pitch: Range (SSAA and SAB), register (E3-F5)
 - o Steps/Leaps: increase distance between leaps
- **Harmony:** Chords - Adding more complex harmonies such as 7th and 9ths, blues
- **Tone Color:** Tone Production - explore additional vocal styles
- **Form:** Repetition/Contrast, ABA, theme and variations
- **Expressive Qualities:**
 - o Style: explore additional cultures
 - o Articulation: accents, staccato, legato, tenuto, Sff

High

- **Rhythm:**
 - o Duration: adding 32 notes and triplets
 - o Meter: more complex mixed meter
- **Melody:** Pitch - Range (SATB), register(G2-G5)
- **Harmony:**
 - o Texture: increased modulation
 - o Chords: Increase complexity of harmonic structure
 - o Additional melodies and counterpoint
- **Tone Color:** Tone Production - Explore additional vocal styles

- disciplines outside of the arts
- Demonstrate cooperative behavior and leadership ability
- Perform selections representing historical periods, diverse styles, and cultures
- Sing with appropriate diction, vowel/consonants

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| <ul style="list-style-type: none">• <u>Form</u>: Rondo• <u>Expressive Qualities</u>: Articulation - Marcato | |
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