

YOSEMITE HIGH SCHOOL
50200 ROAD 427 - OAKHURST, CA 93644
(559) 683-4667

COURSE TITLE: CONCERT CHOIR
DEPARTMENT: FINE ARTS

<u>REQUIREMENT SATISFIED:</u>	
High School: X	Model Curriculum Standards:
State College:	Frameworks:
UC Approved: X	

GRADE LEVEL: 9-12 LENGTH OF COURSE: 1 Year CREDITS: 10

PREREQUISITE: Audition.

TEXTBOOKS: Not required.

Supplemental Materials: Alfreds Essentials of Music Theory,
music theory software; various sheet music.

COURSE DESCRIPTION:

Concert Choir is a select choir which performs at major school functions and other concert sites. The choir focuses on traditional styles of choral music. Each student will learn basic music theory, basic singing techniques, and common performance knowledge. This choir may participate in festivals and competitions. Students who join this ensemble will be expected to take part in concerts and special rehearsals which may be necessary.

COURSE OUTLINE/ALIGNMENT TO CALIFORNIA STATE STANDARDS AND EXPECTED SCHOOLWIDE LEARNING RESULTS:

<u>Assignment</u>	<u>Standards</u>	<u>ESLRS:</u>
<u>Course Content/Objectives:</u>	<u>Addressed:</u>	

These elements are discovered and discussed throughout each class while working on the music. Students are asked to identify key signatures, note names, phrase shape, overall form, and chord structure. In addition, these components are practiced through the use of the software, Essentials of Music Theory, which is used during class and is available for student use at all times.

Basic Music Theory	1,6	1,2,3,4,5,6
1. Music notation		
2. Rhythmic studies		
3. Chordal structure		
4. Form, structure, and analysis		

These elements are practiced on a daily basis. Each rehearsal will begin with ear training exercises as well as vocalizes. Additionally, sight-reading is practiced through graduated exercises each day.

Basic Sight-Singing	1,2,3,6	1,2,3,4,5,6
1. Scale patterns		
2. Intervals		
3. Melodic lines		
4. Harmonic lines		
5. Rhythmic independence		

CONCERT CHOIR

Repertoire for performances is carefully chosen to expose students to a wide variety of music from the present society and beyond. Music composed by significant composers from past historical time periods is selected so students can become aware of the attitudes toward music and art of those cultures at those times. Music from non-western culture is selected so students can become aware of the varied approaches toward music and art of people in non-western societies. Cultural ideals are discussed during the preparation of the music. While preparing for performance, students will be quizzed regarding technical information present in the music, i.e. key signatures, note names, phrase shape and length, and formal structure. In addition, while preparing for performance, students must develop their aural skills in order to turn and blend. Discussions regarding performance quality will reinforce criteria related to tuning and ensemble blend.

Prepared Performances	1,2,3,4,5,6	1,2,3,4,5,6
1. Fall Concert		
2. Winter Concert		
3. Festivals (fall and spring)		
4. Spring Concert		
5. Other performances as appropriate		

DISTRICT/STATE CONTENT STANDARDS ADDRESSED:

Visual and Performing Arts - Music (Grades 9-12)

1. *Artistic Perception: The student demonstrates an understanding of music by analyzing and interpreting what is presented in the music or performance.*
 - 1.1 *Students will identify and analyze the elements of music as it relates to quality performance. Music notation utilized in reading and writing music will be identified in its relationship to expression in performance.*
2. *Creative Expression: The student demonstrates an understanding of the forms and elements of music used to express ideas, feelings, and activities of the musician/performer and composer/arranger.*
 - 2.1 *Students will express themselves emotionally through a wide variety of ensemble repertoire performances. Students will recognize the technical demands of pitch accuracy, intonation, rhythmic accuracy, dynamics, articulation, phrasing. Students will relate these technical aspects to the emotional impact of musical performance.*
3. *Historical and Cultural Context: The student demonstrates an understanding of major music traditions and styles from a variety of times and places.*
 - 3.1 *Students perform and recognize music from differing cultures and eras throughout history. Students recognize musical styles and techniques associated with specific periods of history, cultural characteristics, and traditional heritage.*

4. *Historical and Cultural Context: The student demonstrates understanding that music and musicians reflect, play a role in, and influence culture.*
 - 4.1 *Students will discuss the impact of individual musicians as a reflection of society. Particular historical style periods will be compared to the musical techniques utilized to reflect that cultural impact.*
5. *Aesthetic Valuing: The student demonstrates an understanding that specific criteria can be developed and used to assess the qualities and merits of musical composition and performance.*
 - 5.1 *Students will listen to recordings of themselves and other groups. Evaluations will be given based upon technical accuracy, expression, emotional impact, rhythmic incorporation, unified interpretation.*
6. *Historical and Cultural Context: The student demonstrates an understanding of structure (how music sounds) and content (what music communicates) in music.*
 - 6.1 *Students listen to musical works and then relate to its form, style, technical demands, emotional outcome, and intended meaning.*

COURSE GOALS:

1. *Develop the ability to make music alone and with others.*
2. *Acquire skills and knowledge to perform music from a written score.*
3. *Develop within the student a basic knowledge of music history and how music is representative of society and culture.*
4. *Develop personal criteria for making aesthetic judgments by comparing the elements of music with specific compositions and composers.*
5. *To be able to apply and connect what is learned in this course to other art forms, subject areas, and careers.*

TARGET SKILLS:

1. *Maintain a voice with other voices in a homophonic or polyphonic texture involving four or more parts.*
2. *Adapt diction, articulation, and vowel colors to the demands of the text in a variety of English dialects and in foreign languages.*
3. *Sight-read melodies which include skips of the third, fourth, fifth, and octave.*
4. *Sight-read melodies based upon major and minor scales.*
5. *Interpret a musical phrase in terms of both music contour and inflection of the text.*
6. *Adjust vowel colors and dynamics to produce effective blend and balance.*
7. *Sing individually a vocal line in a two-part setting maintaining accuracy and pitch.*

8. Demonstrate poise and effective stage presence in performance.
9. Follow the conductor in traditional duple, triple, and quadruple conducting terms.

OUTCOMES:

Students participating in the Concert Choir continue in their ability to enjoy creating choral music by engaging in singing in a more advanced way. As they progress, they will perform music of grade II-IV, as appropriate. Further, they will develop their sight singing abilities so that they will read music of grades I and II.

INSTRUCTIONAL STRATEGIES:

(i.e., Lectures, discussions, class projects, etc.)

1. Preparation for concerts and festivals.
2. Completion of disks 1 and 2 of the music theory software.
3. Participate in performances of the ensemble.
4. Participate in periodic sectional rehearsals as they are required.

ASSESSMENT:

(i.e., Exams, Standards Master, Portfolios, etc.)

1. Participation in rehearsals and performances 80%
2. Participation in required sectionals 5%
3. The remaining 15% may be achieved by completing two or more of the following:
 - Participation in "non-required" performances
 - Completion of Essentials of Music Theory software
 - Attendance at "non-choir" concerts and operas throughout the year
 - Audition for, and make, a more advanced ensemble
 - Successfully participate in periodic quartet performances in class

12/95

Revised: 4/98; 7/03; 8/03