

Effective Date:
2011-2012

Hamburg Area School District

Name of Course: High School Choral Arts (Concert Choir, Chamber Singers, Women's Ensemble)

Grade Level: 9-12 High School

Department: Music

Instructional Time: 90 days

Length of Course: 90 days

Period Per Cycle: 3 days

Length of Period: 43 minutes

Texts and Resources:

Various Octavos

One Minute Theory/ Slabbinck Book I & II

Thirty days to Music Theory

Voice for Life a Singer's Workbook

Youtube.com Performances

Various Music Recordings

Assessments:

Rehearsals

Concerts/Performances

Singing Tests

Concert Attendance

Practice Sheets

Listening Sheets

Theory Books

Contribution Points

**Hamburg Area School District
Course Plan
(Music)**

Course Name: High School Choral Arts (Concert Choir, Chamber Singers, Women’s Ensemble)

**Unit: Choral Techniques, Warm-ups, Theory Lessons, Music (sacred, secular, multi-cultural),
School, Community and County Performances**

Time Line: Full Year

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p>Choral Techniques, Warm-ups, Music (sacred, secular, multi-cultural)-School, Community and County Performances</p>	<p>Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.</p> <p>Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys.</p> <p>Sing vocal literature representing diverse genres, styles, and cultures.</p> <p>Show respect for the singing efforts of others.</p>	<p>Grade 9-12</p> <ol style="list-style-type: none"> 1. Singing, alone and with other, a varied repertoire of music.
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p>Music (sacred, secular, multi-cultural)-School, Community and County Performances</p>	<p>Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.</p> <p>Show respect for the instrumental playing efforts of others.</p>	<p>Grade 9-12</p> <ol style="list-style-type: none"> 2. The learner will play on instruments, alone and with others, a varied repertoire of music.

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<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>Choral Techniques, Warm-ups, Music (sacred, secular, multi-cultural)-School, Community and County Performances</p>	<p>Improvise melodies with rhythmic and melodic variations.</p> <p>Improvise accompaniments in a variety of styles.</p> <p>Show respect for the improvisational efforts of others.</p>	<p>Grade 9-12</p> <p>3. The learner will improvise melodies, variations, and accompaniments.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>Warm-ups, Theory Lessons</p>	<p>Synthesize the study and characteristics of several styles/genres of music to create a original compositions.</p> <p>Use a variety of sound, notational and technological sources to compose and arrange music.</p> <p>Show respect for the composing and arranging efforts of others.</p>	<p>Grade 9-12</p> <p>4. The learner will compose and arrange music within specified guidelines.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p>Theory Lessons</p>	<p>Read whole, half, quarter, eight, sixteenth, and dotted note and rest durations in all time signatures.</p> <p>Sightread melodies.</p> <p>Notate melodies.</p> <p>Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.</p>	<p>Grade 9-12</p> <p>5. The learner will read and notate music.</p>

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<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>Warm-ups</p>	<p>Identify basic musical forms.</p> <p>Demonstrate a basic knowledge of the technical vocabulary of music.</p> <p>Recognize and identify a variety of compositional techniques.</p> <p>Identify various types of accompaniments.</p> <p>Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music</p> <p>Show respect while listening to and analyzing music.</p>	<p>Grade 9-12</p> <p>6. The learner will listen to analyze, and describe music.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>Music (sacred, secular, multi-cultural)- School, Community and County Performances</p>	<p>Apply specific criteria for making informed, critical evaluations of music.</p> <p>Evaluate musical works by comparing them to similar or exemplary models.</p> <p>Evaluate musical ideas and information to make informed decisions as a consumer of music.</p> <p>Apply rules of standard English in written evaluations of music.</p> <p>Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one’s feelingful responses to music.</p> <p>Show respect for the musical efforts and opinions of others.</p>	<p>Grade 9-12</p> <p>7. The learner will evaluate music and music performances.</p>

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<p>How does one perform appropriate musical expression?</p> <p>Music (sacred, secular, multi-cultural)- School, Community and County Performances</p>	<p>Identify the use of characteristic elements, artistic, processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.</p> <p>Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.</p> <p>Use knowledge of mathematical relationships to create original compositions.</p> <p>Identify the roles of creators, performers, and other involved in the production and presentation of the arts.</p> <p>Demonstrate the character traits of responsibility, self-discipline and perseverance while informally or formally participating in music.</p>	<p>Grade 9-12</p> <p>8. The learner will understand relationships between music, the other arts, and content areas outside the arts.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p>Theory Lessons, Music (sacred, secular, multi-cultural)</p>	<p>Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.</p> <p>Recognize and identify ways that music reflects history.</p> <p>Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.</p> <p>Show respect for music from various cultures and time periods.</p>	<p>9-12 Grade</p> <p>9. The learner will understand music in relation to history and culture.</p>