

**High School Standards**

**High School Choir Standards**

**Course Overview:** High School Choir is a choir for all voice types and music abilities, which meets on a daily basis. The ensemble is comprised of freshman through senior students, and will study literature of a medium level of difficulty in 2-4 voice parts. Music from classical to contemporary styles will be explored, and the technical aspects of singing and the basics of music theory and sight-reading will be covered in this course. Attendance and participation at performances is required as a part of the grade. Students may also learn music for the solo-ensemble unit, and are encouraged to participate in the music festival.

**Unit 1: Concert rehearsal and performances (ongoing)**

**Description:** This unit makes up the bulk of the year for our choir. In this unit the students will rehearse and refine selected repertoire for the upcoming concerts. Using our repertoire and warm-up routines the students will sing, play instruments, improvise, compose, develop music literacy skills, analyze and evaluate their own and others' musical performances, and draw connections between the arts and other subject areas.

**Standards**

1. The students will sing a variety of choral literature with expression and technical accuracy with a difficulty level of three to five. MUS.A.12.3
2. The students will sing music written for four or more parts, with and without accompaniment. MUS.A.12.4, MUS.A.12.5
3. The students will understand how to be a member of the choral ensemble, which includes: using their skills to blend, match vowel shape and placement, and following the cues of the director. MUS.A.12.5
4. The students will sing in small ensembles with one student on a part. MUS.A.12.8
5. The students will be able to successfully play both rhythmic and melodic instruments to accompany our choral literature. MUS.B.12.5
6. The students will read a choral score with up to four staves. MUS.E.12.7
7. The students will sight read melodies with a difficulty level of a three on the musical scale of 1-6. MUS.E.12.6
8. The students will listen to many different recordings of choral singing to identify musical forms and elements that make the recording successful or not. MUS.F.12.10
9. I can use appropriate terminology to describe a specific musical event. MUS.F.12.6
10. The students will develop criteria to evaluate their own performance and the performance of others. MUS.G.12.4
11. The students will complete concert reflections answering questions relating to the quality and effectiveness of their own and others' musical performances. MUS.G.12.4, MUS.G.12.5
12. The students will learn how to give constructive suggestions for improvement. MUS.G.12.4
13. The students will analyze and describe what makes a choral performance unique, interesting, and expressive. MUS.F.12.10
14. The students will analyze and describe the uses of the elements of music in music representing diverse genres and cultures. MUS.I.12.7
15. The students will use technical vocabulary of music correctly in class discussions and written reflections. MUS.F.12.6
16. The students will identify and explain compositional devices and techniques that provide unity and variety. MUS.F.12.10
17. The students will identify compositional devices and techniques that are similar in other choral works. MUS.F.12.7
18. The students will explain how elements of the artistic process are connected to music. MUS.H.12.5
19. The students will compare artistic representation with the music of the major historical periods. MUS.H.12.6
20. The students will understand how subject matter outside of the arts is related to music. MUS.H.12.7
21. The students will understand the different roles of the people involved in a music production. MUS.H.12.9
22. The students will trace the evolution of American music genres. MUS.I.12.5
23. The students will trace the historical conditions that lead to a piece of music to be produced. MUS.I.12.8
24. The students will identify and explain the feelings a piece of music is trying to evoke. MUS.G.12.6
25. The students will understand how the historical background of a piece of music can affect its sound and aesthetic meaning. MUS.I.12.7
26. The students will describe how a piece of music we are singing is related to other subjects we are studying in school. MUS.H.12.12
27. The students will perform music representing diverse cultures. MUS.F.12.5
28. The students will use solfege to sight-read simple melodies in the treble and bass clefs. MUS.E.12.8
29. The students will understand how music and the other arts can be used together to elicit certain emotional responses. MUS.G.12.6, MUS.H.12.5

**Unit 2: Improvisation and Composition (15 days)**

**Description:** Using warm-ups, or a selected choral piece, students will improvise short melodic or rhythmic lines over given accompaniments. Students will also compose short warm-ups and/or melodies based on our current repertoire using ​*do* to *do,* whole, half, quarter and eighth notes, as well as the corresponding rests.

**Standards**

1. The students will improvise rhythmic and melodic patterns on given pentatonic melodies. MUS.C.12.5
2. The students will improvise original melodies over given chord progressions. MUS.C.12.6, MUS.C.12.8
3. The students will compose music to be used in warm-ups. MUS.D.12.7
4. The students will identify and explain compositional devices and techniques that provide unity and variety. MUS.12.7
5. The students will use electronic media when composing. MUS.12.8

**Unit 3: Solo and Ensemble (2 months)**

**Description:** The Wisconsin School Music Association District Solo and Ensemble Festival is an opportunity for students to perform as a soloist or in a small group. As opposed to a large choir experience, students may perform a solo, duet, trio or in a small ensemble (such as a double or triple trio). Performances will be critiqued by a certified music-judge and most students choose to perform for a rating though students may also choose to perform for critique only. There are three levels of difficulty for the music: Class A, B and C, with A being the most difficult level. High School students will select music from Class A or B. Participation in the WSMA Solo and Ensemble Festival is not required but strongly encouraged. Performance at the festival can offer students many benefits such as musical and technical challenges, critical listening opportunities, development of evaluation skills, and increased musical independence. The solo and ensemble experience can be one of the most powerful learning activities in music.

 **Standards**

The Standards that will be addressed in this unit are specific to the individual student based on the student’s needs and the piece they are singing. The Standards will be selected from those listed in Unit 1.