

## High School Course Description for **Concert Choir**

---

**Course Title:** Concert Choir

**Curricular Area:** Visual and Performing Arts

**Course Number:** VPA110

**Length:** One Year

**Grade Level:** 9-12

**Prerequisites:** Concurrent or previous enrollment in another choral class or teacher permission

**Meets a UC a-g Requirement:** F (pending approval)

**Meets NCAA Requirement:** No

**Meets High School Graduation Requirement for:**  
10 (Ten) per semester, Repeatable for Credit

### Course Description

This is a one-semester course, which may be repeated multiple times for credit. This course allows students to expand upon their knowledge of and abilities in choral singing and performance. It emphasizes techniques of age appropriate vocal production and creative expression through singing. Exercises are given to develop the singing voice and to develop performance techniques. Literature to be studied and performed may include: both sacred and secular, a variety of historical periods, *a capella* and accompanied, in any voicing. Further, students may perform literature from or in the form of Broadway-type shows to develop singing and acting abilities. Students will produce a series of evening performances for the community. Participation in all performances is required by all members unless excused by the instructor. A performance costume is required and is the financial responsibility of the student.

### Alignment

This course is aligned to the California Visual and Performing Arts Content Standards for Music Grades 9-12: Proficient as well as the California Visual and Performing Arts Content Standards for Theatre: Proficient.

### Instructional Materials

The instructor will select a variety of age appropriate music (octavos) for each concert unit. As students may take this course multiple times for credit, the literature performed should change for each semester. This literature may be either sacred or secular, from a variety of historical periods, *a capella* or accompanied, and in unison, two, or three parts, or be a Broadway-style production with solos and ensemble settings. The instructor will further select a variety of choral and vocal recordings to demonstrate for the class vocal technique and choral fundamentals such as placement, balance, blend, and tone.

### Exit Criteria

By the end of the school year, students are expected to do the following:

1. Use vocal music as a means of self expression and creative expression.
2. Demonstrate ability to perform vocally appropriate breathing exercises.
3. Demonstrate ability to perform vocally appropriate vocal exercises.

## High School Course Description for **Concert Choir**

---

4. Demonstrate ability to use musical vocabulary to discuss literature and performances of vocal and choral music.
5. Demonstrate ability to perform with dramatic elements such as blocking, choreography, and emotional expression.
6. Demonstrate knowledge of basic music history of various styles of music from different historical periods.
7. Demonstrate the ability to appreciate and to relate all forms of creative and/or fine arts to each other.
8. Sing, various styles of music literature in unison, two or three part harmony.
9. Demonstrate various theatrical performing techniques including staging, choreography, use of props, costumes, and other “show” elements.
10. Participate in all scheduled rehearsals and performances.

### **Grading Criteria**

<u>Activities</u>	<u>Percentage</u>
Class Participation .....	35%
Musicianship Quizzes/Tests.....	20%
Written Assignments.....	10%
Performance Participation.....	<u>35%</u>
Total:	100%

This Course of Study was updated in 2013 by Ryan Duckworth, Robert Ransdell, and Lisa Nicolay

Colton Joint Unified School District Course of Study  
**Unit and Pacing Guide for Concert Choir**

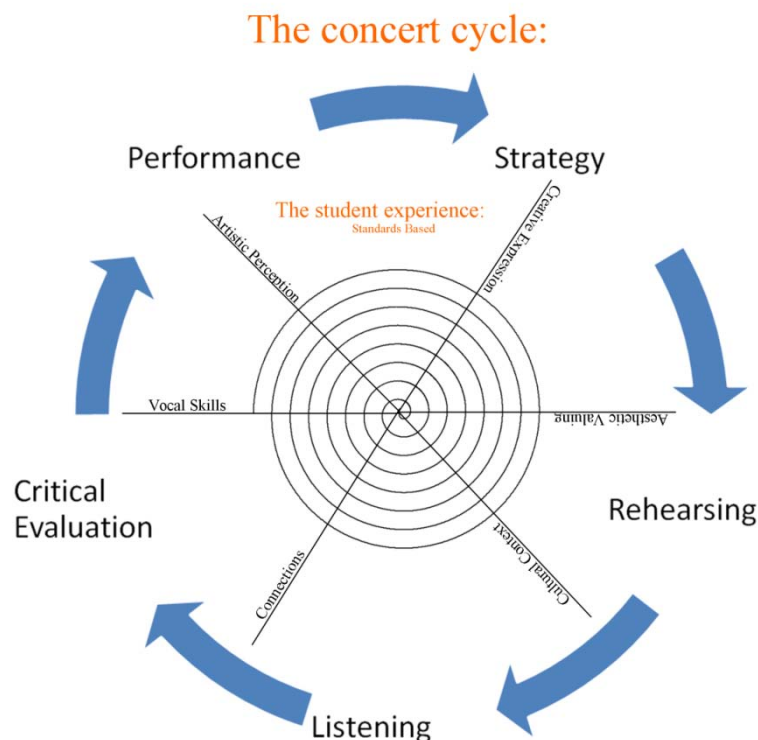
---

## Pacing Guide Introduction:

This pacing guide outlines a format from which the California Music Content Standards can be taught within the performing ensemble classroom. Choral music classes are standards based and as such should be driven by the standards themselves, yet this pacing guide allows each music educator to make informed decisions as to the content of the concert cycle (repertoire) and the particular rehearsal strategies to be used taking into consideration community desires, extant student musical ability, class size, and other relevant factors.

## Curriculum Organization

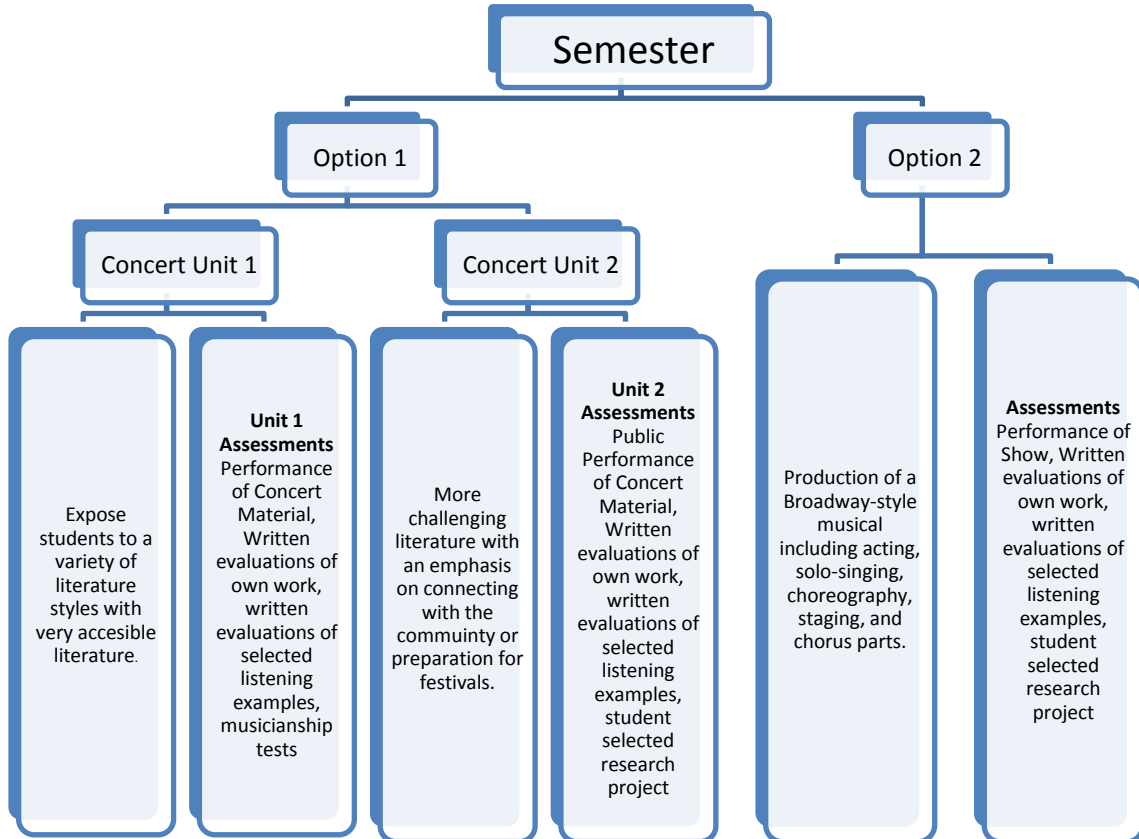
Choral classes are structured upon a spiral curriculum model wherein students of all abilities may access the content of a lesson while continually progressing into deeper and richer understanding of the material presented and the skills being rehearsed. Given the reality that a high school choir classroom may have students ranging from freshman to senior and within those groups have students with no previous music experience to students with extensive music experience; a spiral curriculum allows this diverse collection of students to simultaneously participate in the lessons, class, or unit while experiencing academic growth at whatever level they are currently situated. Each concert cycle unit then becomes a microcosm through which all students will experience virtually all music standards and related literacy standards through the practical application of musical skills in real-world situations. This circular design also allows students to repeat courses for credit since each repetition will include new literature and a continual deepening of that student's ability and understanding of the skills and concepts being used.



## Unit and Pacing Guide for Concert Choir

### Unit (Concert Cycle) Organization:

While freedom must be given to each music educator to select their own sequence of units and repertoire within the curriculum, this is a *suggested* sequence of units.



### Key Assignments

As a performance ensemble, performance assessments are an integral part of each class. These may include ensemble performances in a variety of concert settings but also individual performance assessments including sight-reading, part independence, and musical elements tests. Further assessments should align with College and Career Readiness Anchor Standards. These may include listening and responding, using academic and music specific vocabulary, and demonstrating college and career ready literacy skills.

- Full ensemble performances in concert
- Small Ensemble performances
- Written evaluation, using domain specific vocabulary, of one's own performance
- Written evaluation, using domain specific vocabulary, of other performances or selected listening examples
- Verbal discussions, using domain specific vocabulary, of a variety of musical performances

## Unit and Pacing Guide for Concert Choir

### Domain Specific Vocabulary

This list is based upon those musical terms used by the Southern California Vocal Association (SCVA) performance evaluations. This is by no means an exhaustive list of all the music-specific vocabulary students should be comfortable using.

- Accompaniment
- Aesthetics
- Appearance
- Artistry
- Attacks
- Attitude
- Balance
- Blend
- Breath support
- Chord
- Deportment
- Diction
- Dynamics
- Interpretation
- Interval
- Intonation
- Phrasing
- Pitches
- Presentation
- Releases
- Repertoire
- Responsiveness
- Rhythm
- Style
- Tempo
- Tessitura
- Unison
- Vitality
- Vocal production

### Option 1: First Quarter

Weeks: 1-9. First concert unit. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in unison or harmony. The unit culminates in a performance of the literature learned. Written and performance assessments will be included throughout the unit.

#### Music Standards:

##### *Read and Notate Music*

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

##### *Listen to, Analyze, and Describe Music*

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

##### *Apply Vocal or Instrumental Skills*

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.

##### *Role of Music*

- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

##### *Diversity of Music*

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

##### *Analyze and Critically Assess*

## Unit and Pacing Guide for **Concert Choir**

---

4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.

4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

### *Derive Meaning*

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures

### *Connections and Applications*

5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

5.2 Analyze the role and function of music in radio, television, and advertising.

### *Careers and Career-Related Skills*

5.3 Research musical careers in radio, television, and advertising.

## Option 1: Second Quarter

Weeks: 10-18. Second concert unit. Basic vocal techniques including: breath support, proper placement, appropriate tone, and singing in two or more part harmonies. The unit culminates in a public performance of the literature learned for the community. Written and performance assessments will be included throughout the unit.

### Music Standards:

#### *Read and Notate Music*

1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.

1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

#### *Listen to, Analyze, and Describe Music*

1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.

1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

#### *Apply Vocal or Instrumental Skills*

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).

2.2 Sing music written in three or four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part.

#### *Role of Music*

3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.

3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

## Unit and Pacing Guide for Concert Choir

---

### *Diversity of Music*

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

### *Analyze and Critically Assess*

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

### *Derive Meaning*

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures

### *Connections and Applications*

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

### *Careers and Career-Related Skills*

- 5.3 Research musical careers in radio, television, and advertising.

## Option 2: Full Semester

Weeks: 1-18. Broadway-style Musical. Integrate vocal and performance techniques by producing a Broadway-style musical including solo singing, ensemble singing, staging, dancing, stage design, costuming, and dramatic performance techniques. The unit culminates in a public performance of the show for the community. Written and performance assessments may be included throughout the unit.

### Music Standards:

#### *Read and Notate Music*

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.3 Sight-read music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

#### *Listen to, Analyze, and Describe Music*

- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

#### *Apply Vocal or Instrumental Skills*

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 Sing music written in three or four parts with and without accompaniment.
- 2.3 Sing in small ensembles, with one performer for each part.

## Unit and Pacing Guide for **Concert Choir**

---

### *Role of Music*

- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

### *Diversity of Music*

- 3.3 Describe the differences between styles in traditional folk genres within the United States.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

### *Analyze and Critically Assess*

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

### *Derive Meaning*

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures

### *Connections and Applications*

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.

## Visual and Performing Arts: Theatre Content Standards.

### *Development of the Vocabulary of Theatre*

- 1.1 Use the vocabulary of theatre, such as acting values, style, genre, design, and theme, to describe theatrical experiences.

### *Comprehension and Analysis of the Elements of Theatre*

- 1.2 Document observations and perceptions of production elements, noting mood, pacing, and use of space through class discussion and reflective writing.

### *Development of Theatrical Skills*

- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.

### *Creation/Invention in Theatre*

- 2.3 Design, produce, or perform scenes or plays from a variety of theatrical periods and styles, including Shakespearean and contemporary realism.

### *Role and Cultural Significance of Theatre*

- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.

### *Critical Assessment of Theatre*



## Unit and Pacing Guide for **Concert Choir**

---

4.1 Compare a traditional interpretation of a play with a nontraditional interpretation and defend the merits of the different interpretations.

### *Derivation of Meaning from Works of Theatre*

4.2 Report on how a specific actor used drama to convey meaning in his or her performances.

### *Connections and Applications*

5.1 Describe how skills acquired in theatre may be applied to other content areas and careers.

### *Careers and Career-Related Skills*

5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

5.3 Demonstrate an understanding of the professional standards of the actor, director, scriptwriter, and technical artist, such as the requirements for union membership.