

East Penn School District
Secondary Curriculum

A Planned Course Statement
for

High School Concert Choir

Course # 730/731

Grade(s) 9, 10, 11, 12

Department: Music

Length of Period (mins.) 40

Total Clock Hours: 120

Periods per Cycle: 6

Length of Course (yrs.) 1.0

Type of Offering: required elective

Credit: 1.0

Adopted: _____

Developed by:

Rita Cortez

Description of Course
Concert Choir – #'s 730/731

Course Title:
High School Concert Choir

Description:

This course provides choral singing experiences to the older student. Each participant is individually encouraged to develop his/her talent. At the same time, the importance of cooperative effort necessary for fine performance is stressed. Some advanced choral literature from all historical periods and styles is studied. Some music is memorized in order to share an aesthetic experience with the public in many performances.

Goals:

To perform various styles of choral literature in their concert performance throughout the school year with:

- Correct posture
- Fine choral tone
- Accurate pitch
- Correct diction

Requirements:

Participation and performing in all concerts and functions of the group is required.

Text:

Various choral works chosen by the director for each concert throughout the year.

Key to Levels of Achievement (Listed with each learning objective)

Awareness (A):	Students are introduced to concepts, forms, and patterns.
Learning (L):	Students are involved in a sequence of steps and practice activities which involved further development and allow evaluation of process.
Understanding (U):	Students demonstrate ability to apply acquired concepts and skills to individual assignments and projects on an independent level.
Reinforcement (R):	Students maintain and broaden understanding of concepts and skills to accomplish tasks at a greater level of sophistication.

Unit	Num	Objective	Level	Content	Evaluation	Standard
	1	Students will use correct posture and relaxation technique while singing.	U	<ul style="list-style-type: none"> Physical preparation for singing including: <ul style="list-style-type: none"> – general relaxation and posture exercises – application of physical exercises to singing 	<ul style="list-style-type: none"> Observation 	9.1.12 B 9.1.12 C
	2	Students will use correct breathing technique while singing.	U	<ul style="list-style-type: none"> Proper technique for diaphragmatic control through relaxation and proper breath support Exercises to create a steady flow and use of air 	<ul style="list-style-type: none"> Observation 	9.1.12 B 9.1.12 C
	3	Students will sing with proper vocal technique.	R	<ul style="list-style-type: none"> Placement and resonance Register consistency and extension Diction Flexibility Phrasing and expression Dynamics and articulation 	<ul style="list-style-type: none"> Performance 	9.1.12 A-D 9.1.12 G 9.2.12 D 9.3.12 C, D
	4	Students will sing in tune.	U	<ul style="list-style-type: none"> How to listen carefully and continually adjust the voice to fellow singers How to tune harmonically and melodically. 	<ul style="list-style-type: none"> Performance 	9.1.12 A-C 9.3.12 E 9.3.12 G
	5	Students will learn to sight sing.	R	<ul style="list-style-type: none"> Development of sight singing skills in major and minor keys containing triadic leaps as well as leaps of a fourth and sixth. Rhythmic patterns make use of whole, half, quarter, and eighth notes Time signatures of 4/4, 3/4, 2/4, and 6/8 	<ul style="list-style-type: none"> Performance 	9.1.12 A-C 9.3.12 E 9.3.12 G
	6	Students will use correct musical terminology when describing the music they have performed.	U	<ul style="list-style-type: none"> Terminology relating to dynamics, tempo, articulation, and vocal technique 	<ul style="list-style-type: none"> Written quizzes 	9.1.12 A 9.1.12 C 9.3.12 D
	7	Students will use one or two facts	U	<ul style="list-style-type: none"> Classification of music by 	<ul style="list-style-type: none"> Written quizzes 	9.2.12 A-G

Unit	Num	Objective	Level	Content	Evaluation	Standard
		about the composers and the periods of music history from which the pieces come, to discuss the music that they have performed.		genre/style and historical period <ul style="list-style-type: none"> • Classification of composers by period of music • Introduction to analysis and interpretation of text 		9.2.12 I 9.3.12 A-G 9.4.12 B 9.4.12 D
	8	Students will perform for the public.	R	<ul style="list-style-type: none"> • At least two public performances during the school year • Critique of performances 	• Performance	9.1.12 A-E 9.1.12 G 9.1.12 H 9.3.12 A, B 9.3.12 D 9.3.12 G 9.4.12 A-D
	9	Students will learn to sing several selections that are written in a language other than English.	U	<ul style="list-style-type: none"> • Articulators and vowel sounds involved in singing in other languages • Rationale for singing in other languages 	• Performance	9.1.12 A-D 9.1.12 G 9.2.12 A-G 9.2.12 I 9.3.12 A-F
	10	Students will sing in harmony.	R	<ul style="list-style-type: none"> • Learning to sing music written in no less than four part harmony 	• Performance	9.1.12 A-C 9.1.12 G 9.2.12 A 9.3.12 B 9.4.12 B
	11	Students will understand the rudiments of music theory.	U	<ul style="list-style-type: none"> • Music notation • Key signatures • Time signatures 	• Written quizzes	9.1.12 A-D 9.1.12 H 9.1.12 J