

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Vocal Technique

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

1. Students will demonstrate knowledge of phonation, resonance, diction, expression, posture, and respiration through a variety of best practices in daily rehearsals and performances.

ACTIVITIES:

- Singing a varied repertoire of music with emphasis on the following concepts:
 - vocal mechanism-parts and function
 - changing voice
 - singing posture
 - breathing skills
 - vowel pronunciation
 - placement /focus
 - head/chest voice
 - syllabic stress
 - consonants, vowel shapes, and diphthongs
 - intonation
 - proper care and use of the voice

RESOURCES:

- Vocal octavos
- Vocal warm-up resource

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Vocal Repertoire/Singing

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

1. Students will sing with expression and technical accuracy a varied repertoire of three part (SSA/SAB), four part (SSAB/SATB), and/or five part (SSATB) vocal literature in an appropriate

level of difficulty.

ACTIVITIES:

- Singing vocal music in an appropriate level of difficulty
- Performing individually and in small and large groups
- Performing with proper concert etiquette
- Use of the following ensemble techniques:
 - singing in tune
 - proper blend and balance
 - responding to the conductor
 - pitch and rhythmic accuracy
 - proper phrasing
 - proper dynamics
 - proper expression
 - stylistic characteristics
 - textural clarity

RESOURCES:

- Three part octavos (SSA/SAB) including:
 - three part chordal harmony
 - three part polyphonic harmony
- Four part octavos (SSAB/SATB) including:
 - four part chordal harmonies
 - four part polyphonic harmony
- five part octavos (SSATB)
 - five part chordal harmonies
 - five part polyphonic harmony

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Stylistic qualities of diverse musical genres

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis,

interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Students sing accurately and independently a varied repertoire of music representing diverse genres and cultures with expression appropriate for the work being performed.

ACTIVITIES:

- Singing choral literature in various styles including spirituals, folk songs, jazz, pop, patriotic, holiday, and/or gospel as well as traditional choral literature.
- Singing choral literature representing various musical time periods including renaissance, baroque, classical, romantic, and twentieth century
- Sing choral literature in English and/or Latin, German, Spanish, Hebrew, French, Italian using proper diction and pronunciation

RESOURCES:

- Choral octavos representative of the above vocal styles and time periods

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Musical Notation

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

5. Reading and notating music.

6. Listening to, analyzing and describing music.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

1. Students will accurately read and write rhythm patterns included in the 9th grade curriculum
2. Students will accurately read at sight both major and minor melodic patterns using stepwise motion, intervals, and altered tones in both treble and bass clefs using standard musical notation.
3. Students will read, write, and perform rhythm patterns in 2/2 and 3/2 time signatures as well as those included in the 9th grade curriculum.
4. Students will accurately identify both major and minor key signatures
5. Students will identify, define, and perform standard notation symbols for dynamics and tempo.

ACTIVITIES:

- Read, write and perform rhythmic patterns using:
 - all notation included in 9th grade curriculum
 - time signatures including 2/4, 3/4, 4/4, 3/8, 6/8, 2/2, and 3/2
- Sight-singing both major and minor melodic patterns using stepwise motion, intervals, and altered tones in both treble and bass clefs using traditional solfeggio.
- Identify both major and minor key signatures
- Read, define and identify traditional terminology for dynamic markings and tempo markings included in the musical score

RESOURCES:

- Rhythmic worksheets
- Sight-singing examples

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning
- Written evaluation

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional exercises, examples, and worksheets

- Music terminology worksheets

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Musical Performance and Analysis

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

2. Performing on Instruments, alone and with others of varied repertoire music.

6. Listening to, analyzing and describing music.

7. Evaluating music and music performance.

9. Understanding music in relation to history and culture.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

1. Students will analyze music by comparing and contrasting the uses of the elements of music in a variety of vocal and instrumental examples.
2. Students will use appropriate terminology to describe musical concepts in a given aural example.
3. Students will analyze the uses of the elements of music in aural examples representing diverse genres and cultures.

ACTIVITIES:

- Listening to recorded examples of choral literature representing diverse genres and cultures
- Comparing and contrasting choral techniques used in recorded examples using appropriate vocabulary for tempo, pitch, dynamics, rhythm, harmony, melody, texture, meter, harmonic progressions, tonality, melodic and harmonic intervals, form and instrumentation
- Comparing and contrasting the tone quality among diverse genres represented in recorded examples using appropriate musical vocabulary

RESOURCES:

- Recorded musical examples representing various musical genres

ASSESSMENTS:

- Oral questioning
- Written evaluation

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional listening examples

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Criteria for performance and evaluation

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.3 Critical Response
- 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Students will critically evaluate music and musical performances by comparing them to similar or exemplary models.
2. Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
3. Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

ACTIVITIES:

- Compare and contrast the strengths and weaknesses of a performance
- Evaluate self as both a solo and ensemble performer
- Evaluate others as both solo and ensemble performers
- Listening to recordings of the ensemble to monitor intonation, balance, blend, diction, tone quality, diction, uniform vowels, and aesthetic qualities.
- Evaluate own and other's solo performances and group rehearsals and/or performances in relation to blend, balance, intonation, diction, tone quality, uniform vowels, and aesthetic qualities

RESOURCES:

- Recorded examples of ensemble performances

ASSESSMENTS:

- Oral questioning
- Written evaluation
- Self/group critique

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional written critiques
- Comparison of self-critiques to professional critiques

COURSE: Chorus

GRADE(S): 9, 10, 11, 12

UNIT: Historical and Cultural Contexts

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

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Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Students will compare and contrast music from various cultures and time periods
2. Students will describe distinguishing characteristics of representative music genres and styles from a variety of cultures
3. Students will clarify by genre, style, historical period, composer, and title a varied body of exemplary musical works and explain the characteristics that cause each work to be considered exemplary.
4. Students identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

ACTIVITIES:

- Students will listen to musical examples representing a variety of musical styles, eras, cultures, and composers
- Students will discuss the similarities and differences of choral music in various genres and styles
- Students will discuss the similarities and differences of choral music in the major historical periods including Renaissance, Baroque, Classical, Romantic, and 20th Century
- Students will discuss the similarities and differences of choral music written by various composers

RESOURCES:

- Recorded examples of music representing various musical styles, eras, cultures and composers

ASSESSMENTS:

- Written evaluation
- Oral questioning

REMEDICATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional choral listening examples

COURSE: Chorus	GRADE(S): 9, 10, 11, 12
UNIT: Interdisciplinary Relationships	

<p>NATIONAL STANDARDS:</p> <p>Common Anchor 10:</p> <ul style="list-style-type: none"> ● <u>Connect</u>: Synthesize and relate knowledge and personal experiences to make music. <p>Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</p> <p>Common Anchor 11:</p> <ul style="list-style-type: none"> ● <u>Connect</u>: Relate musical ideas and works with varied context to deepen understanding <p>Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</p>

<p>STATE STANDARDS:</p> <p>9.2 Historical and Cultural Contexts</p> <p>9.3 Critical Response</p>

<p>UNIT OBJECTIVES:</p> <ol style="list-style-type: none"> 1. Students explain how elements, artistic processes (that is, imagination, craftsmanship), and organizational principles (that is, unity and variety, repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples 2. Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 3. Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

<p>ACTIVITIES:</p> <ul style="list-style-type: none"> ● Compare music examples to literary examples, historical events, foreign language, and/or visual arts <p>RESOURCES:</p> <ul style="list-style-type: none"> ● Musical examples representing various cultures, genres and musical time periods ● Literary, historical, and/or visual arts examples representing various cultures, genres and time periods relative to the chosen musical examples 	<p>ASSESSMENTS:</p> <ul style="list-style-type: none"> ● Oral questioning ● Written evaluation <p>REMEDIATION/MODIFICATION:</p> <ul style="list-style-type: none"> ● Assistance-teacher/peer ● Adjustment-length of time ● Alternative-assignments/projects <p>ENRICHMENT:</p> <ul style="list-style-type: none"> ● Additional musical examples that will be compared to literary, historical, and/or visual arts
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COURSE: Choral Music Lessons	GRADE(S): 9-12
UNIT: Vocal Technique	

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

6. Listening to, analyzing and describing music.

7. Evaluating music and music performance.

STATE STANDARDS:

9.2 Production, Performance and Exhibition of Music

9.3 Critical Response

UNIT OBJECTIVES:

1. Students will demonstrate knowledge of phonation, resonance, diction, expression, posture, and respiration through a variety of best practices in daily rehearsals and performances.

ACTIVITIES:

- Sing a varied repertoire of music with emphasis on the following concepts:
 - vocal mechanism-parts and function
 - changing voice
 - singing posture
 - breathing skills
 - vowel pronunciation
 - placement /focus
 - head/chest voice
 - syllabic stress
 - consonants, vowel shapes, and diphthongs
 - intonation
 - proper care and use of the voice

RESOURCES:

- Vocal octavos
- Vocal warm-up resources

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Choral Music Lessons

GRADE(S): 9-12

UNIT: Vocal Repertoire/Singing

NATIONAL STANDARDS:Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;

- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.3 Critical Response

UNIT OBJECTIVES:

1. Students will sing with expression and technical accuracy a varied repertoire of three part (SSA/SAB) and four part (SSAB/SATB) vocal literature an appropriate difficulty level.

ACTIVITIES:

- Singing vocal music, level 3 to 3.5 on a 6 point scale (PMEA)
- Performing individually and in small groups
- Performing with proper concert etiquette
- Use of the following vocal techniques:
 - singing in tune
 - proper blend and balance
 - responding to the conductor

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time

- pitch and rhythmic accuracy
- proper phrasing
- proper expression
- stylistic characteristics
- textural clarity

RESOURCES:

- Three part octavos (SSA/SAB) including:
 - three part chordal harmony
 - three part polyphonic harmony
 - four part octavos (SSAB/SATB) including:
 - four part chordal harmonies
 - four part polyphonic harmony

- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Choral Music Lessons

GRADE(S): 9-12

UNIT: Stylistic qualities of diverse musical genres

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and context;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.2 Historical and Cultural Contexts
- 9.3 Critical Response
- 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Students sing accurately and independently a varied repertoire of music representing diverse genres and cultures with expression appropriate for the work being performed.

ACTIVITIES:

- Singing choral literature in various styles including spirituals, folk songs, jazz, pop, patriotic, holiday, and/or gospel as well as traditional choral literature.
- Singing choral literature representing various musical time periods including renaissance, baroque, classical, romantic, and twentieth century
- Sing choral literature in English and/or Latin, German, Spanish, Hebrew, French, Italian using proper diction and pronunciation

RESOURCES:

- Choral octavos representative of the above vocal styles and time periods

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional vocal repertoire
- Pennsylvania Music Educators Association and/or American Choral Directors Association Honors Festivals and Adjudications

COURSE: Choral Music Lessons	GRADE(S): 9-12
UNIT: Musical Notation	

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 5:

- Rehearse, Evaluate and Refine: evaluate and refine personal and ensemble performances, individually or in collaboration with others.

Pr5.3 - To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.

Common Anchor 6:

- Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context

Pr6.1- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how work is presented influence the audience response.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- **Connect:** Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- **Connect:** Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

9.1 Production, Performance and Exhibition of Music

UNIT OBJECTIVES:

1. Students will accurately read and write rhythm patterns included in the 8th grade curriculum and add patterns using dotted eighth and sixteenth notes to the previously learned patterns
2. Students will accurately read at sight both major and minor melodic patterns using stepwise motion, intervals, and altered tones in both treble and bass clefs using standard musical notation.
3. Students will accurately identify both major and minor key signatures
4. Students will identify, define, and perform standard notation symbols for dynamics and tempo.

ACTIVITIES:

- Read, write and perform rhythmic patterns using:
 - all notation included in 8th grade curriculum
 - dotted eighth and sixteenth note patterns
 - time signatures including 2/4, 3/4, 4/4, 3/8, 6/8
- Sight-singing both major and minor melodic patterns using stepwise motion, intervals, and altered tones in both treble and bass clefs using traditional solfeggio.
- Identify both major and minor key signatures
- Read, define and identify traditional terminology for dynamic markings and tempo markings included in the musical score

RESOURCES:

- Rhythmic worksheets
- Sight-singing examples/textbooks
- Music terminology worksheets

ASSESSMENTS:

- Teacher observation
- Aural evaluation
- Teacher check list
- Self/group critique
- Oral questioning
- Written evaluation

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional exercises, examples, and worksheets

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COURSE: Choral Music Lessons

GRADE(S): 9-12

UNIT: Criteria for performance and evaluation

NATIONAL STANDARDS:

Common Anchor 4:

- Select: varied musical works to present based on interest, knowledge, technical skill, and contest;
- Analyze: analyze the structure and context of varied musical works and their implications for performance;
- Interpret: develop personal interpretations that consider creators' intent.

Pr4.1 - Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Pr4.2 – Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.

Pr4.3 – Performers make interpretive decisions based on their understanding of context and expressive intent.

Common Anchor 7:

- Select: Choose music appropriate for specific purposes and contexts.
- Analyze: Analyze how the structure and context of varied musical works inform the response

Re7.1 - Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.

Re7.2- Response to music is informed by analyzing context (social cultural, and historical) and how creators and performers manipulate the elements of music

Common Anchor 8:

- Interpret: Support interpretations of musical works that reflect creators'/performers' expressive intent.

Re8.1: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Common Anchor 9:

- Evaluate: Support evaluations of musical works and performances based on analysis, interpretation, and established criteria.

Re9.1 - The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.

Common Anchor 10:

- Connect: Synthesize and relate knowledge and personal experiences to make music.

Cn10.0 - Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Common Anchor 11:

- Connect: Relate musical ideas and works with varied context to deepen understanding

Cn11.0 - Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

STATE STANDARDS:

- 9.1 Production, Performance and Exhibition of Music
- 9.3 Critical Response
- 9.4 Aesthetic Response

UNIT OBJECTIVES:

1. Students will critically evaluate music and musical performances by comparing them to similar or exemplary models.
2. Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing.
3. Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.

ACTIVITIES:

- Compare and contrast the strengths and weaknesses of a performance
- Evaluate self as both a solo and ensemble performer
- Evaluate others as both solo and ensemble performers
- Listening to recordings of the ensemble to monitor intonation, balance, blend, diction, tone quality, diction, uniform vowels, and aesthetic qualities.
- Evaluate own and other's solo performances and group rehearsals and/or performances in relation to blend, balance, intonation, diction, tone quality, uniform vowels, and aesthetic qualities

RESOURCES:

- Recorded examples of ensemble performances

ASSESSMENTS:

- Oral questioning
- Written evaluation
- Self/group critique

REMEDIATION/MODIFICATION:

- Assistance-teacher/peer
- Adjustment-length of time
- Alternative-assignments/projects

ENRICHMENT:

- Additional written critiques
- Comparison of self-critiques to professional critiques