

Section Choral 7-9

Rationale: Music is an essential expression of human culture. Each child has the right to learn and experience music through participation in a balanced, comprehensive, and sequential program of study. By building a relationship with music, an individual develops a sense of satisfaction, joy and self-worth. Performing, creating, and responding to music are the fundamental music processes in which our students will engage. Music helps to develop discrimination, experimentation, creativity, evaluation, social skills, teamwork, and fosters aesthetic sensitivity. Music is an art form that unites the cognitive, affective, and psychomotor domains as no other subject can.

Course Description: Choir is a performance based course that enables students to develop healthy vocal technique, while becoming more knowledgeable about music through sight singing and the study of music theory and music history. Choral music students learn to sing alone and with others.

Strand I: Choral Music Fundamentals

Learning Goal 1: Vocal Production

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Demonstrate warm-ups and ensemble singing using proper posture and vocal technique.		
	Perform vocal warm ups demonstrating major scales and arpeggios.		
		Identify acceptable choral tone as it differs from other singing styles.	
			Demonstrate an increasingly pure/non-breathy tone quality as is appropriate for their age level and gender.
			Demonstrate and perform chorally acceptable vowels and consonants.
	Demonstrate appropriate use of facial muscles and entire body as a part of the singing mechanism.		

Learning Goal 2: Melody/Harmony

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Recognize his/her part in a score and sing independently.			
	Sing a part independently against one or more contrasting parts.		
			Sing harmonies by singing songs with others in rounds or partner songs.
	Visually identify a melodic phrase as it is sung or played.		
	Sing melodies throughout his/her appropriate vocal ranges.		
	Identify visually and aurally when harmony is employed.		
	Identify vocal harmonic parts as soprano, alto, cambiata, tenor, or bass.		
	Sing his/her part independently while in close proximity to a differing part.		

Learning Goal 3: Rhythm

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Know rhythm patterns which include whole, half, quarter, eighth, sixteenth and syncopated rhythm.			
	Perform a variety of simple rhythmic patterns.		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
	Aurally identify differences in rhythmic patterns.		
			Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines and rhythmic patterns.

Learning Goal 4: Reading and Notating Music

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify appropriate clef for students' voice part.			
			Perform choral music with proper interpretation of terms and symbols found in choral literature.
	Identify appropriate staves for appropriate parts within open systems.		
			Follow and sing individual parts in appropriate staves within systems (grand staff: soprano and alto on treble clef, tenor and bass on bass clef) or (open choral: soprano, alto, tenor, bass on separate staves).
			Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for voice.

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, key, and meter; modest ranges].

Learning Goal 5: Analysis

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Know and identify a varied music vocabulary.			
		Listen to and use a varied music vocabulary to describe music (source, size of group, intended audience and mood).	
		Listen to audio and video recording of their performances as well as others; analyze the performances using the criteria used at Missouri Music Festivals (musical elements include: tone quality, expression/phrasing, rhythmic accuracy, pitch accuracy, part acquisition, blend/balance, posture/stage presence, diction/articulation, style).	
Identify forms used in selected ensemble repertoire.			
		Compare and contrast a variety of music and music-related vocations and avocations.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Explain the importance of group participation, perseverance, and commitment in musical and non-musical settings.	

Strand II: Musical Expression

Learning Goal 1: Symbols

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Identify standard symbols for dynamics, tempo and articulation: p for piano, for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, accelerando, allegro, ritardando, moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato, legato.			
	Apply standard symbols for dynamics, tempo and articulation: p for piano, for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, accelerando, allegro, ritardando, moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato, legato.		

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
			Perform and interpret standard symbols for dynamics, tempo and articulation: p for piano, for forte, mp for mezzo piano, mf for mezzo forte, pp for pianissimo, ff for fortissimo, cresc or < for crescendo, decres or > for decrescendo, dim for diminuendo, accelerando, allegro, ritardando, moderato, andante, largo, a tempo, accent, fermata, ties, slurs, staccato, legato.

Strand III: Historical Perspectives

Learning Goal 1: Culture

Measurable Learner Objectives:

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
Learn and identify music from various historical periods, cultures and genres of music.			
	Identify instruments and voices in various cultural examples, historical periods, and musical genres.		
		Write or state the historical time period and stylistic element of a selected choral piece.	
		Write or state in what venue (event, service, etc.) a selected choral piece may be used within a particular culture.	
		Attend and describe live musical experiences.	

Recall Level 1 (Basic Knowledge)	Application Level 2 (Skills)	Strategic Thinking Level 3 (Reasoning)	Extended Thinking Level 4 (Products/Performance)
		Compare in two or more arts how the characteristic materials of each art (sound in music, visual stimuli in visual arts, movement in dance, human interrelationships in theatre) can be used to transform similar events, scenes, emotions, or ideas into works of art.	
		Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures.	