Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Bass Clef Choir Curriculum

Course Description: A year-long introduction to the high school vocal music program. Singers become acquainted with sight-reading, pitch memory, basic musical notation, proper tone quality, breath control, and interval recognition skills. This class offers extra help for the developing voice. Participation in four concerts plus other special programs is required.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
On-going	Beginning Music Notation and Sight Reading	Topic 1: Notation - Rhythmic & Melodic Topic 2: Sight-Reading
On-going	Beginning Musical Expression	Topic 1: Musical Expression Topic 2: Musical Interpretation/Style Topic 3: Musical Expression Listening Activities
On-going	Beginning Performance Techniques	Topic 1: Fundamental Performance Techniques Topic 2: Musical Effect

Curriculum Revision Tracking

Fall, 2019

- Aligned all units to the new Missouri Learning Standards for Fine Arts

Unit 1: Beginning Music Notation and Sight Reading

Subject: Treble Clef Choir; Bass Clef Choir
Grade: 9-12
Name of Unit: Beginning Music Notation and Sight Reading
Length of Unit: On-going
Overview of Unit: The student will engage in a variety of activities that will teach them to understand and apply standard music notation including note duration and pitch, rhythm, scales, and key signatures. With this knowledge, the student will demonstrate an ability to sing music examples at sight, which increase in difficulty as the course progresses.

Priority Standards for unit:

- MU:Pr4B.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances	Demonstrate	Apply	3

<u>Essential Questions</u>:

1. How is music represented in written form?
2. How is tonality represented in written form?
3. How is music transferred from written form to performance?
4. How does specific music terminology assist the student in the comprehension of music theory?

<u>Enduring Understanding/Big Ideas</u>:

1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
3. Aural and written skills will be acquired through progressively more difficult sight singing practice.
4. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.

Enduring Understanding/Big Ideas:

5. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
6. Music tonality is created through combinations of whole & half steps which create scale patterns (ie major & minor) and can be represented by key signatures.
7. Aural and written skills will be acquired through progressively more difficult sight singing practice.
8. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	p for *piano* *f* 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* *ritardando* *allegro* *moderato* *andante* *Largo* *a tempo* *Accent* *Fermata* Ties Slurs *Staccato* *Legato* sharp flat natural sign whole note/rest quarter note/rest

	half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest 3 eighth notes beamed together in 6/8 syncopation Cadence Art Song A cappella *DC/Fine* *DS al coda/Fine* Balance Blend Canon Round Chord Common Time Soprano Alto Tenor Bass Divisi Falsetto Head Voice unison Harmony Intonation Measure Barline Time signature Meter - simple Meter - compound Diatonic intervals Chromatic Range Tessitura Timbre Tutti

	Melisma Strophic Through-composed Consonance Dissonance Larynx Resonance Vibrato Body alignment/posture Palette - soft/hard Passaggio

Topic 1: Notation - Rhythmic & Melodic

<u>Engaging Experience 1</u>
Title: Rhythm
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

Priority:

- MU:Pr4B.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.
Bloom's Levels: Understand
Webb's DOK: 1

<u>Engaging Experience 2</u>
Title: Clefs and pitches
Suggested Length of Time: 2 blocks (and reinforced throughout unit)
Standards Addressed:

Priority:

- MU:Pr4B.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.
Bloom's Levels: Understand
Webb's DOK: 2

Topic 2: Sight-Reading

Engaging Experience 1

Title: Sight-Reading

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- MU:Pr4B.E.Ia Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.

Detailed Description/Instructions: Through a variety of daily sight-reading exercises, the student will progress from basic stepwise examples to those with skips and interval jumps in at least two voice parts.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be an adjudicated sight-reading performance of 2-4 part music that will take place either in the rehearsal classroom or at MSHSAA State Large Ensemble Festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation - Rhythmic & Melodic	Rhythm	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.	2 blocks (and reinforced throughout unit)
Notation - Rhythmic & Melodic	Clefs and Pitches	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.	2 blocks (and reinforced throughout unit)
Sight-Reading	Sight-Reading	Through a variety of daily sight-reading exercises, the student will progress from basic stepwise examples to those with skips and interval jumps in at least two voice parts.	2 blocks (and reinforced throughout unit)

Unit 2: Beginning Musical Expression

Subject: Treble Clef Choir; Bass Clef Choir
Grade: 9-12
Name of Unit: Musical Expression
Length of Unit: On-going
Overview of Unit: The student will engage in a variety of activities that will teach them to understand and apply standard musical expression in regards to choral literature. With this knowledge, the student will demonstrate the differences between quality and non-quality performances through active listening and performing.

Priority Standards for unit:

- MU:Pr4A.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- MU:Pr4B.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.
- MU:Pr4C.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- MU:Re7B.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
- MU:Re8A.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.
- MU:Pr5A.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Supporting Standards for unit:

- MU:Cn11A.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Re9A.E.Ia Evaluate works and performances based on personally- or collaboratively developed criteria , including analysis of the structure and context.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
The criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance	Explain	Understand	2
How compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances	Demonstrate	Apply	3
An understanding of context in a varied repertoire of music through prepared and improvised performances	Demonstrate	Apply	3
How the analysis of passages and understanding the way the elements of music are manipulated inform the response to music	Explain	Understand	2
interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research	Explain	Understand	2
interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research	Support	Analyze	3
strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances	Develop	Create	3

Essential Questions:

1. How is musical expression best realized in a choral setting?
2. How does specific music terminology assist the student in the comprehension of vocal and choral music?
3. How does a student determine the difference between a musically effective and a non-effective choral or vocal performance?

Enduring Understanding/Big Ideas:

1. Through interpretation of articulations, phrasing, tempo, and dynamics the students will produce musically effective performances.
2. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.
3. Through evaluative listening activities, students will be able to discern, describe and identify musically effective performances.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	p for *piano* *f* 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* *ritardando* *allegro* *moderato* *andante* *Largo* *a tempo* *Accent* *Fermata* Ties Slurs *Staccato* *Legato* sharp flat natural sign whole note/rest quarter note/rest half note/rest eighth-note pairs

	dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest 3 eighth notes beamed together in 6/8 syncopation Cadence Art Song A cappella *DC/Fine* *DS al coda/Fine* Balance Blend Canon Round Chord Common Time Soprano Alto Tenor Bass Divisi Falsetto Head Voice unison Harmony Intonation Measure Barline Time signature Meter - simple Meter - compound Diatonic intervals Chromatic Range Tessitura Timbre Tutti Melisma Strophic

	Through-composed Consonance Dissonance Larynx Resonance Vibrato Body alignment/posture Palette - soft/hard Passaggio

Topic 1: Musical Expression

Engaging Experience 1

Title: Expressive Techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr4A.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- MU:Pr4B.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.
- MU:Pr4C.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- MU:Re7B.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
- MU:Re8A.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

- MU:Cn11A.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.

Bloom's Levels: Understand

Webb's DOK: Level 2

Topic 2: Musical Interpretation/Style

Engaging Experience 1

Title: Interpretation Techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr4A.E.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
- MU:Pr4B.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical l and structural aspects of musical works impact and inform prepared or improvised performances.
- MU:Pr4C.E.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
- MU:Re7B.E.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
- MU:Re8A.E.Ia Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

Supporting:

- MU:Cn11A.E.Ia Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.

Bloom's Levels: Apply

Webb's DOK: Level 4

Topic 3: Musical Expression Listening Activities

Engaging Experience 1

Title: Listening Activities

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr5A.E.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

Supporting:

- MU:Re9A.E.Ia Evaluate works and performances based on personally- or collaboratively developed criteria , including analysis of the structure and context.

Detailed Description/Instructions: A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting.

Bloom's Levels: Analyze

Webb's DOK: Level 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble's performance in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Musical Expression	Expressive Techniques	Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.	Ongoing
Musical Interpretation/ Style	Interpretation Techniques	Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.	Ongoing
Musical Expression Listening Activities	Listening Activities	A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting.	Ongoing

Unit 3: Beginning Performance Techniques

Subject: Treble Clef Choir; Bass Clef Choir
Grade: 9-12
Name of Unit: Performance Techniques
Length of Unit: On-going
Overview of Unit: Through choral rehearsals and performance opportunities, the student will demonstrate continued ability to perform musically expressive choral literature based on articulation and performance notations provided by the composer/arranger.

Priority Standards for unit:

- MU:Pr6A.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU:Pr6A.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting Standards for unit:

- MU:Cn10A.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres	Demonstrate	Apply	3
An understanding of expressive intent by connecting with an audience through prepared and improvised performances	Demonstrate	Apply	3

<u>Essential Questions</u>:

1. What constitutes proficient vocal/choral performance technique?
2. What constitutes an aesthetically effective choral performance?

<u>Enduring Understanding/Big Ideas</u>:

1. Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique.

2. An aesthetically pleasing choral performance will effectively display ensemble cohesion through choral elements such as, balance and blend, rhythm and note accuracy, clear diction, correct intonation, and appropriate stage presence.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	p for *piano* *f* 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* *ritardando* *allegro* *moderato* *andante* *Largo* *a tempo* *Accent* *Fermata* Ties Slurs *Staccato* *Legato* sharp flat natural sign whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest

	3 eighth notes beamed together in 6/8 syncopation Cadence Art Song A cappella *DC/Fine* *DS al coda/Fine* Balance Blend Canon Round Chord Common Time Soprano Alto Tenor Bass Divisi Falsetto Head Voice unison Harmony Intonation Measure Barline Time signature Meter - simple Meter - compound Diatonic intervals Chromatic Range Tessitura Timbre Tutti Melisma Strophic Through-composed Consonance Dissonance Larynx

	Resonance Vibrato Body alignment/posture Palette - soft/hard Passaggio

Topic 1: Fundamental Performance Techniques

Engaging Experience 1

Title: Performance techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr6A.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU:Pr6A.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting:

- MU:Cn10A.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique.

Bloom's Levels: Apply

Webb's DOK: Level 4

Topic 2: Musical Effect

Engaging Experience 1

Title: Ensemble Performance Expectations

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr6A.E.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
- MU:Pr6A.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

Supporting:

- MU:Cn10A.E.Ia Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: The student will incorporate, and demonstrate the mastery of the key elements of fundamental performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.

Bloom's Levels: Create

Webb's DOK: Level 4

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble's performance in regards to fundamental performance techniques, and musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fundamental Performance techniques	Performance techniques	Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique.	Ongoing
Musical Effect	Ensemble Performance Expectations	The student will incorporate, and demonstrate the mastery of the key elements of fundamental performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.