



Chorus

[Unit Title]	[Standards]	[Materials and Resources]
Fall Concert Preparation	<p>MSIC.CR.1 Generate and conceptualize musical ideas and works.</p> <p>a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonality.</p> <p>b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).</p> <p>e. Set short poetic phrases and texts to music.</p> <p>f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning, and ending on tonic.</p> <p>MSIC.CR.2 Organize, develop, and revise musical ideas and works.</p> <p>a. Share improvised, composed, and/or arranged pieces.</p> <p>b. Refine improvised or composed pieces using teacher- or student-created criteria.</p> <p>MSIC.PR.1 Analyze, interpret, and select</p>	<p>Bacon, Denise. <i>50 Easy Two-Part Exercises: First Steps in Part Singing</i>. Chicago: European American Music Corporation, 1977.</p> <p>Bolkovac, Edward and Judith Johnson. <i>150 Rounds for Singing and Teaching</i>. Boosey and Hawkes, 1996.</p> <p>Feierabend, John M. <i>The Book of Canons</i>. Chicago: GIA Publications, Inc., 2000.</p> <p>Surmani, Andrew, et al. <i>Alfred's Essentials of Music Theory</i>. Alfred Publishing Company, Inc., 1998.</p> <p>Berg, Ken. <i>Galop</i>. San Pedro, CA: Pavane Publishing, Inc., 2007.</p> <p>Bernon, Amy. <i>Oceans and Stars</i>. Milwaukee: Shawnee Press, 2014.</p> <p>Johnson, Victor C. <i>Murasame: The Mists of</i></p>



	<p>musical works for presentation.</p> <p>a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.</p> <p>b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.</p> <p>c. Notate rhythms and melodies from aural examples utilizing a dictation method.</p> <p>d. Read and notate music using available technology.</p> <p>MSIC.PR.2 Develop and refine musical techniques and works for presentation.</p> <p>a. Demonstrate appropriate singing posture and breathing techniques.</p> <p>b. Identify vocal anatomy.</p> <p>c. Identify aspects of vocal range and tone.</p> <p>d. Identify aspects of vocal changes, as reflected in physiological changes affecting range and tone.</p> <p>e. Demonstrate pure vowel sounds, and articulate voiced and unvoiced consonants.</p> <p>f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in two or more vocal parts.</p>	<p><i>Evening</i>. Heritage Music Press, 2011.</p> <p>Schram, Ruth Elaine. <i>The Road Not Taken</i>. Heritage Music Press, 2015.</p> <p>Paich, David, et al. <i>Africa</i>. Cherry Lane Music Company, 1982.</p> <p>Berg, Ken. <i>Galop</i>. Pavane Publishing, 2007.</p> <p>Sheppard, George Josef, et al. <i>Geronimo</i>. Hal Leonard, 2014.</p> <p>Young, Adam. <i>Fireflies</i>. Hal Leonard, 2009.</p>
--	---	---



	<p>MSIC.PR.3 Convey meaning through the presentation of musical works.</p> <p>a. Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles.</p> <p>b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.</p> <p>c. Sing selected music from memory for public performance at least twice per year.</p> <p>d. Exhibit appropriate rehearsal and performance etiquette.</p> <p>MSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.</p> <p>a. Explain and describe components of a musical score (e.g. title, composer, vocal line, measure, system).</p> <p>b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.</p> <p>c. Discuss the emotions and thoughts that music conveys.</p> <p>d. Discuss how the basic</p>	
--	--	--



	<p>elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.</p> <p>MSIC.RE.2 Apply criteria to evaluate musical works.</p> <p>a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.</p> <p>b. Reflect on the nature of rehearsal and performance in music through discussion and writing.</p> <p>MSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.</p> <p>a. Discuss how music relates to personal development and enjoyment of life.</p> <p>b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.</p> <p>c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.</p>	
--	--	--



	<p>MSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.</p> <p>a. Discuss historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines.</p> <p>b. Describe and demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.</p> <p>c. Identify the historical period, composer, culture, and style of music presented in class.</p> <p>d. Discuss the relationship between the music being studied and world events, history, and culture.</p> <p>e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.</p>	
--	---	--