



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> <ul style="list-style-type: none"> a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability. b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. c. Notate rhythms and melodies from aural examples utilizing a dictation method. d. Read and notate music using available technology. <p>MSIC.PR.2 Develop and refine musical techniques and works for presentation.</p> <ul style="list-style-type: none"> a. Demonstrate appropriate singing posture and breathing techniques. b. Identify vocal anatomy. c. Identify aspects of vocal range and tone. d. Identify aspects of vocal changes, as reflected in physiological changes affecting range and tone. e. Demonstrate pure vowel sounds, and articulate voiced and unvoiced consonants. 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><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>
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	<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>	
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	<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>	
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	<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>	
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