



Parma High School Choir*

(Grades 9-12)

Curriculum Map

9-12 Vocal Music Course Description

Choir continues from Middle to High school as an elective course and are open to students in grades 9 through 12. Grade levels are combined for all Choirs, Piano class, Music Appreciation, and Musical Theater classes with skill level and experience determining which course students participate in. All choirs perform in public concerts throughout the year and provide the student with an opportunity to focus on:

- Vocal pedagogy
- Music theory/reading
- Performance skills.

Current choir offerings are: Belle Voci and Parma Singers

Belle Voci is a non-audition treble voice choir (SSA) introducing/continuing the foundations of singing unison, two-part and three-part treble music in various styles. Music reading and performance skills are expanded through music theory units taught as indicated below with differentiated instruction determined by previous music reading and performing experience.

Parma Singers is an audition mixed voice choir (SATB) for singers w/ previous vocal/choral experience. Singers expand this foundation to focus on the development of vocal skills, music reading, and performance skills through singing SAB and SATB music in various styles and genres, small group voice instruction, participating in solo/ensemble District III festivals (singing the approved repertoire) and expanding musicianship through self-reflection both individually and as an ensemble.

*Other current music offerings include group piano class, music appreciation and musical theater classes, not detailed in this curriculum map.

9-12 Vocal Music Rationale

In preparation for a lifelong appreciation of and participation in music, the high school students will develop musical concepts and skills that will enable the student to become a better musician and to make decisions about music. Building on the musical foundation that deals with elements such as rhythm, melody, harmony, dynamic, texture, tonality, and form, musical experiences will develop sequentially following sound education practices. Vocal skills should be a satisfying activity both mentally and physically. While performance is an important part of the choral program, rehearsals will include the study of music literature being performed and should provide the opportunity for students at various levels of musical ability to participate in both the learning and performing experience. Participation in the high school choral program should allow the student to develop a positive attitude toward music, to make value judgements about the many styles of music in today's society and to feel comfortable using music as a vehicle of personal expression in both performance and recreation.

9-12 Vocal Music Essential Learner Outcomes

1. The learner, through performance, will be able to sing in large and small ensembles with technical accuracy and expression through proper sound production.
2. The learner, through performance, will demonstrate continuing technical development of vocal proficiency.
3. The learner, through performance, will be able to sing music in three or more parts with or without musical accompaniment.
4. The learner will be able to read and perform individual parts in a vocal ensemble from increasingly complex musical scores.
5. The learner will be able to sing at sight simple to complex rhythms and melodies with skips based on the intervals of the major and minor scale using solfege syllables.
6. The learner will be able to notate given rhythmic and melodic phrases in the major scale.
7. The learner will be able to discuss the elements contributing to expression in examples of music presented in aural and written form.
8. The learner will expand their knowledge of forms in order to identify more complex forms.
9. The learner, through comparison, will understand the reasons for different audience behavior in various settings.
10. The learner will be able to compare musical works, composers, or performers of different ethnic influences by distinguishing the similar and different musical elements and techniques utilized.
11. The learner will be able to trace the historical development of several musical works conceived to perform a specific function.
12. The learner will be able to select music from a variety of styles found in daily life and use music vocabulary to document reasons for listening choices.

9-12 Vocal Music Scope as applied to Idaho Fine Arts Standards

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

Develop and apply singing skills to perform and communicate through the arts - Repertoire

Apply stylistic elements needed to perform the music of various genres and cultures

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Develop and apply singing skills to perform and communicate through the arts - Independent Singing.

Proficient

Demonstrate proper fundamental singing technique when performing music of moderate technical demands, expanded range, and varied interpretations

Advanced

Demonstrate proper singing technique in the following:

- intonation
- tone quality
- breathing
- diction
- rhythm
- note accuracy
- balanced posture
- memorization

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

Develop and apply singing skills to perform and communicate through the arts - Part Singing

Intermediate

Perform unison music a cappella and with accompaniment

Proficient

Perform one on a part in various arrangements for two or more voice parts *a cappella and with *accompaniment

Accomplished

Perform one on a part in various four or more voice part arrangements a cappella and with accompaniment

Anchor Standard 6: Convey meaning through the presentation of artistic work.

Develop and apply singing skills to perform and communicate through the arts- Expressive Singing

Proficient

Apply vocal techniques required for expressive performance of varied literature in a non-auditioned ensemble

Accomplished

Apply vocal techniques required for expressive performance of varied literature in an auditioned ensemble

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Develop and apply skills to compose, arrange, and create music to communicate through the arts - Composition and Arrangement

Proficient

Create or arrange songs or instrumental pieces using a variety of sound sources within specified guidelines

Accomplished

Compose music (phrases) in a distinct style, demonstrating creativity in using the elements of music for expressive effect

Arrange simple pieces for voices or instruments other than those for which the pieces were originally written

Anchor Standard 2: Organize and develop artistic ideas and work.

Develop and apply improvisation skills in music to communicate through the arts - Improvisation

Improvise simple rhythmic and/or melodic variations in a consistent style and meter

Improvise harmonized parts

Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Anchor Standard 4 - Essential Question(s): How does understanding the structure and context of musical works inform performance?

Elements of Music: Develop and apply the knowledge and skills to read and notate music - Symbols of Expression

Intermediate

Identify standard symbols for dynamics, tempo and articulation

Proficient

Apply standard listed above adding secondary expressive symbols and full complement of dynamic range including sfz

Anchor Standard 4 - Essential Question(s): How does understanding the structure and context of musical works inform performance?

Elements of Music: Develop and apply the knowledge and skills to read and notate music- Rhythmic Notation

Proficient

Interpret and explain standard rhythmic notation in simple meters using the following rhythm and note values:

- 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

Advanced

Interpret and explain standard rhythmic notation in simple **and compound** meters using the rhythm and note values listed above as well as:

- syncopation
- dotted eighth followed by sixteenth

Anchor Standard 4 - Essential Question(s): How does understanding the structure and context of musical works inform performance?

Elements of Music: Develop and apply the knowledge and skills to read and notate music - Melodic Notation

Proficient

Identify standard pitch notation in the treble clef, including one ledger line above and below the staff (*middle C)

Advanced

Identify treble clef notation and standard pitch notation in the **bass clef**

Identify accidentals (sharps, flats & naturals)

Employ standard pitch notation in the clef appropriate to student's voice in an appropriate range and key

Anchor Standard 4 - Essential Question(s): How does understanding the structure and context of musical works inform performance?

Elements of Music: Develop and apply the knowledge and skills to read and notate music-Symbols for Rhythm, Pitch, and Expressive Elements

Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for voice

Interpret selected literature that includes standard and nonstandard notation symbols

Anchor Standard 4 - Essential Question(s): How does understanding the structure and context of musical works inform performance?

Elements of Music: Develop and apply the knowledge and skills to read and notate music- Sight Reading

Proficient

Sight read standard musical notation using the following parameters in a variety of keys:

- Skips no greater than 3rd
- Notes/Rests of following length:
 - Whole
 - Half
 - Quarter
 - Dotted-Half

Advanced

Sight read standard musical notation using the following parameters in a variety of keys:

- Skips greater than 3rd, include P4, P5
- Notes/Rests of following length:
 - Whole
 - Half
 - Quarter
 - Dotted-Half
 - Dotted-Quarter
 - Eighth

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Artistic Perceptions: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance-Musical Characteristics, Events, and Descriptors

Determine the musical means (source) and size of group of an aural example

Describe the musical expression (mood) of an aural example

Determine the order and organization of an aural example

Determine the possible origin of an aural example (e.g., location and time)

Characterize the use of music by its intended function (purpose) and its intended audience

Anchor Standard 2: Organize and develop artistic ideas and work.

Artistic Perceptions: Develop and apply the knowledge and skills to listen to, analyze, and describe music and musical performance- Musical Forms

Identify and analyze forms and composition techniques

- theme and variation
- DC/Fine
- DS al coda/Fine
- AB/binary

- ABA/ternary
- musical theatre
- symphonic
- Jazz
- Gospel
- Spiritual
- song form
 - sonata
 - rondo
 - fugue
 - opera
 - ballet

Anchor Standard 3: Refine and complete artistic work.

Artistic Perceptions: Develop and apply the knowledge and skills to evaluate music and musical performance-Criteria for Musical Performances and Compositions

Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, and self-assessment

Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:

- tone quality
- expression/phrasing
- rhythmic accuracy
- pitch accuracy
- part acquisition
- blend/balance
- diction/articulation
- style
- posture/stage presence

Use musical terminology to describe their personal response to musical examples

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts - Connections Between Music and Related Arts and Humanities

Compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures

Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts

Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

Develop and apply knowledge and skills to understand the relationships between music, the other arts, and disciplines outside the arts - Connections Between Music and Non-Arts Disciplines

Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music

Compare and contrast the processes of analysis, inquiry, and creativity used in the arts to their use in other subject areas such as mathematics, literature, and the physical or social sciences

List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community group, and other school groups

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Develop and apply the knowledge and skills to understand works of art in time and place. - Genres and Styles

Identify genre or style from various historical periods through listening to &/or performing selected ensemble repertoire

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Develop and apply the knowledge and skills to understand works of art in time and place - Stylistic Practices

Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples

Describe the historical significance of selected musical literature

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Develop and apply the knowledge and skills to understand works of art in time and place - Music's Role and Function in Various Cultures.

Describe the effects of society, culture and technology on music

Categorize the function of music being performed in relation to its function in society or history

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Develop and apply the knowledge and skills to understand works of art in time and place - Careers in Music

Discuss musical figures and their role as composers/performers/ innovators

Compare and contrast music and music-related vocations and avocations

Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire

Cite well-known performers specific to student's voice
