

Curriculum Map: 9/10 Concert Choir

Course: Sr High Chorus 9th and 10th Gr Sub-topic: Choir

Grade(s): 9 to 10

Course Description:

This is a vocal ensemble for interested students in grades 9-10. These students will be provided the opportunity to sing in a large group situation in which proper vocal technique and rehearsal skills are emphasized. Students are directed towards achieving proficiency in the mechanics of singing, and to gain an appreciation for musical interpretation with the ultimate goal of public performance.

Essential Questions:

- How do I sing with proper vocal technique?
- How do I match pitch?
- How do I follow my part in a choral score?
- How does my part relate to the rest of the ensemble?
- How do I sing with others?
- How does choral music relate to the world around me?
- How do I make musical choices within an ensemble setting?
- How does the ensemble use rehearsals to prepare for public performances?

Course Textbooks, Workbooks, Materials Citations:

- Choral music of varying genres and styles
- Piano
- Recordings
- Smart board / dry erase board
- Pencils
- Choral Risers
- Overhead Presentation
- Computer
- Video Presentations

Unit Essential Questions:

- How do I sing in a "pop" style?
- How does singing in this style differ from traditional choral singing?
- What are the vocal characteristics of contemporary music?
- How do I healthily sing in a contemporary style?
- How do I sing in a group choral setting?

Unit Big Ideas:

- Vocal technique
- Stylistic singing
- Vowel Shape
- Blend
- Listening across ensemble
- Singing individually and in group settings
- Singing individually and in group settings in vocal lessons

Unit Materials:

- Choral music from CASH music library and various music publishers
- Assigned choral folders
- Pencils
- Projector / visual aid
- Piano
- Vocal model
- Solfege charts
- Recordings

Unit

Assignments: Students will perform pieces as follows:

- Three individual ensemble pieces
- Two combined numbers with other choir

Pieces will vary yearly dependent on voicing, student numbers, student and director choice, etc.

Unit Key Terminology & Definitions :

- Vocal style - how to sing to match the characteristics of the music
- Vocal part - Soprano, Alto, Tenor, Bass
- Choral Score - the sheet music
- Vocalise - warm-up exercises
- Solfege - Do, Re, Mi, Fa, Sol, La, Ti, Do (and matching hand signs)
- Blend - How all the parts fit together as a whole

Resources:

- CASH Choral Library
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be selected from popular genres and will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The director will hold auditions and select students for the solos based on characteristics of the music.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend a minimum of 3 vocal lessons per quarter to aid in the learning of the music for each concert.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.3.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

- Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre •

improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmony

9.1.3.H
(Advanced)

Handle materials, equipment and tools safely at work and performance spaces.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

9.1.12.B
(Advanced)

Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange •improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media

9.1.12.C
(Advanced)

Integrate and apply advanced vocabulary to the arts forms.

9.1.12.D
(Advanced)

Demonstrate specific styles in combination through the production or performance of a unique work of art (e.g., a dance composition that combines jazz dance and African dance).

9.1.12.F
(Advanced)

Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.

9.1.12.G
(Advanced)

Analyze the effect of rehearsal and practice sessions.

9.1.12.H
(Advanced)

Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.

- 9.3.12.B (Advanced) Determine and apply criteria to a person’s work and works of others in the arts (e.g., use visual scanning techniques to critique the student’s own use of sculptural space in comparison to Julio Gonzales’ use of space in Woman Combing Her Hair).
- 9.3.12.C (Advanced) Apply systems of classification for interpreting works in the arts and forming a critical response.
- 9.4.12.B (Advanced) Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ 1938 radio broadcast, War of the Worlds).

This Curriculum Map Unit has no Topics to display

Unit: Unit 2

Timeline: Week 10 to 18

Unit

Description: Students will prepare for a public concert with music emphasizing varying genres: i.e. foreign language, spirituals, a cappella, etc.

Students will be able to analyze how and why a piece was chosen based on characteristics the director has previously specified.

Unit 2 will culminate in or around a Winter Concert public performance.

Unit Essential Questions:

- How do I sing in a traditional choral style?
- How does singing in this style differ from other singing?
- What are the vocal characteristics of traditional choral music?
- How do I healthily sing in a traditional choral style?

- Choral Score - the sheet music
- Vocalise - warm-up exercises
- Solfege - Do, Re, Mi, Fa, Sol, La, Ti, Do (and matching hand signs)
- Blend - How all the parts fit together as a whole

Resources:

- CASH Choral Library
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be selected from varying genres and will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The director will hold auditions and select students for the solos based on characteristics of the music.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend a minimum of 3 vocal lessons per quarter to aid in the learning of the music for each concert.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.3.A (Advanced) Know and use the elements and principles of each art form to create works in the arts and humanities.

• Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/ harmony

9.1.3.B (Advanced)	Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.	
	<ul style="list-style-type: none"> • Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read and notate music • compose and arrange • improvise • Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct • Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media 	
9.1.3.C (Advanced)	Recognize and use fundamental vocabulary within each of the arts forms.	
9.1.3.D (Advanced)	Use knowledge of varied styles within each art form through a performance or exhibition of unique work.	
9.1.3.F (Advanced)	Identify works of others through a performance or exhibition (e.g., exhibition of student paintings based on the study of Picasso)	
9.1.3.G (Advanced)	Recognize the function of rehearsals and practice sessions.	
9.1.3.H (Advanced)	Handle materials, equipment and tools safely at work and performance spaces.	
	<ul style="list-style-type: none"> • Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts. 	
9.1.3.J (Advanced)	Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none"> • Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders). 	
9.2.3.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.	

9.2.3.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.3.G (Advanced)	Relate works in the arts to geographic regions:	
	<ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	
9.2.3.K (Advanced)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	
9.2.3.L (Advanced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	
9.3.3.B (Advanced)	Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian’s Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel’s Bolero).	
9.3.3.C (Advanced)	Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).	
9.4.3.B (Advanced)	Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).	
		

Topic:

Unit: Unit 3

Timeline: Week 19 to 27

Unit

Description:

Students will prepare for a public concert with music emphasizing varying genres: i.e. foreign language, spirituals, a cappella, etc.

- Recordings

Unit

Assignments: Students will perform pieces as follows:

- Two pieces with grades 9-12
- Two combined numbers with grades 7-12

Pieces will vary yearly dependent on voicing, student numbers, student and director choice, etc.

Unit Key Terminology & Definitions :

- Vocal style - how to sing to match the characteristics of the music
- Vocal part - Soprano, Alto, Tenor, Bass
- Choral Score - the sheet music
- Vocalise - warm-up exercises
- Solfege - Do, Re, Mi, Fa, Sol, La, Ti, Do (and matching hand signs)
- Blend - How all the parts fit together as a whole

Resources:

- CASH Choral Library
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be selected from varying genres and will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The director will hold auditions and select students for the solos based on characteristics of the music.
- All students are required as part of their grade to attend the concert.
- All students are required as part of their grade to attend a minimum of 3 vocal lessons per quarter to aid in the learning of the music for each concert.

• Identify materials used. • Identify issues of cleanliness related to the arts. • Recognize some mechanical/electrical equipment. • Recognize differences in selected physical space/environments. • Recognize the need to select safe props/stage equipment. • Identify methods for storing materials in the arts.

9.1.3.J
(Advanced)

Know and use traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.

• Know and use traditional technologies (e.g., charcoal, pigments, clay, needle/thread, quill pens, stencils, tools for wood carving, looms, stage equipment). • Know and use contemporary technologies (e.g., CDs/software, audio/sound equipment, polymers, clays, board-mixers, photographs, recorders).

9.2.3.A
(Advanced)

Explain the historical, cultural and social context of an individual work in the arts.

9.2.3.C
(Advanced)

Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).

9.2.3.G
(Advanced)

Relate works in the arts to geographic regions:

• Africa • Asia • Australia • Central America • Europe • North America • South America

9.2.3.K
(Advanced)

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

9.2.3.L
(Advanced)

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's Appalachian Spring and Millet's The Gleaners).

9.3.3.B
(Advanced)

Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian's Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel's Bolero).

9.3.3.C

Know classification skills with materials and processes used to create

- (Advanced) works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).
- 9.4.3.B Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).
(Advanced)
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This Curriculum Map Unit has no Topics to display

Unit: Unit 4

Timeline: Week 28 to 36

Unit

Description: Students will prepare for a public concert with music emphasizing varying genres: i.e. foreign language, spirituals, a cappella, etc.

Students will be able to analyze how and why a piece was chosen based on characteristics the director has previously specified.

Unit 4 will culminate in or around the Spring Concert public performance.

Unit Essential Questions:

- How do I sing in a traditional choral style?
- How does singing in this style differ from other singing?
- What are the vocal characteristics of traditional choral music?
- How do I healthily sing in a traditional choral style?
- How do I sing in a group choral setting?

Unit Big Ideas:

- Vocal technique
- Stylistic singing

- Vowel Shape
- Blend
- Listening across ensemble
- Singing individually and in group settings
- Singing individually and in group settings in vocal lessons

Unit Materials:

- Choral music from CASH music library and various music publishers
- Assigned choral folders
- Pencils
- Projector / visual aid
- Piano
- Vocal model
- Solfege charts
- Recordings

Unit

Assignments: Students will perform pieces as follows:

- Three individual ensemble pieces
- Two combined numbers with other choir

Pieces will vary yearly dependent on voicing, student numbers, student and director choice, etc.

Unit Key Terminology & Definitions :

- Vocal style - how to sing to match the characteristics of the music
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- Blend - How all the parts fit together as a whole

Resources:

- CASH Choral Library
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Unit Notes:

- All music for this unit will be selected from varying genres and will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The director will hold auditions and select students for the solos based on characteristics of the music.
- All students are required as part of their grade to attend the concert.
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STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

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9.1.3.B (Advanced) Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

• Dance: • move • perform • read and notate dance • create and choreograph • improvise • Music: • sing • play an instrument • read

(Advanced)

• Africa • Asia • Australia • Central America • Europe • North America • South America

9.2.3.K
(Advanced)

Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).

9.2.3.L
(Advanced)

Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).

9.3.3.B
(Advanced)

Know that works in the arts can be described by using the arts elements, principles and concepts (e.g., use of color, shape and pattern in Mondrian’s Broadway Boogie-Woogie; use of dynamics, tempo, texture in Ravel’s Bolero).

9.3.3.C
(Advanced)

Know classification skills with materials and processes used to create works in the arts (e.g., sorting and matching textiles, musical chants, television comedies).

9.4.3.B
(Advanced)

Know how to communicate an informed individual opinion about the meaning of works in the arts (e.g., works of an artist of the month).

This Curriculum Map Unit has no Topics to display