

Wilson Area School District Planned Course Guide

Title of Planned Course: Concert Choir

Subject Area: Music

Grade Level: 9-12

Course Description: All choir students, over the span of four years, will be exposed to many historical periods of choral literature from the Baroque to present-day popular music. They will be exposed to and/or perform and gain an understanding of these genres of music: Jazz, Blues, Pop, Classical, Spirituals, Rock, Patriotic, Country and Folk. Students will be exposed to all elements of music: melody, harmony, rhythm, texture, and timbre (tone color) and how to sight sing. They will also study, learn and perform the components of a quality performance: balance, expression (dynamics, articulations and tempo), breathing, posture, diction and vowels. They will learn and share with others good audience and performer etiquette. Students will gain an appreciation of and value the art of making music and delivering a musically exceptional performance.

Time/Credit for this course: One Full Academic Year / 1.0 Credit

Curriculum Writing Committee: Melissa Black

Curriculum Overview

The various topics will be incorporated together and taught throughout the year.

Sight - Reading

Vocal Technique

Musical Notation-Melody and Rhythm

Musical Notation-Harmony and Texture

Expression-Dynamics, Tempo and Articulations

Tone Color (Timbre)

Musical Style, Performance, Genres, Historical Eras and Analysis

**Wilson Area School District
Planned Course Materials**

Course Title: Concert Choir

Textbook: Concert Repertoire

Supplemental Books and resources

- The Perfect Blend-Timothy Seelig, Shawnee Press, 2005
- The Perfect Choral Workbook-Timothy Seelig, Shawnee Press, 2008
- Many Sight-Reading and Choral Theory Workbooks:
- Alfred's Essential Music Theory, Alfred Publ. Co. 2004
- One Minute Music Theory, Neil A Kjos Publ. 2005
- Music Theory for Choirs-www.MasterworksPress.com
- Thirty Days to Music Theory-Hal Leonard, 2001
- Five Minutes to Reading Music, Shawnee Press, 2007
- Sing at First Sight, Alfred Publ. 2004
- Joy of Sight-Singing, Pete Deshler, 2012
- Musictheory.net
- Sightreadingfactory.com

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Sight-Reading

Time Frame: 18 weeks

State Standards: 9.1A, 9.1B, 9.1C

Essential content/Objectives: At the end of this unit, students will be able to:

- Demonstrate an understanding of melodic movement and intervals
- Demonstrate an understanding of note/rest values
- Demonstrate an understanding of time signatures
- Demonstrate a basic understanding of how to figure out a key signature
- Demonstrate an understanding of musical symbols

Core Activities: Students will complete/participate in the following:

- Singing a major scale using solfeggio (Do, Re, Mi) ascending/descending to familiarize themselves with the “language” of solfeggio
- Using one of the Sight-Reading supplemental texts to sing and/or write out the solfeggio for the assigned exercises
- Development of their listening/reading skills by seeing and hearing pitches that move in a stepwise motion (up or down)
- Drilling larger intervals up to an octave and applying this knowledge to their repertoire
- Studying and learning note/rest values by counting and clapping rhythms aloud
- Studying and learning time signatures by clapping the rhythms notated for: 4/4 (C=common time), 3/4, 2/4, 3/2, 2/2 and 6/8 time
- Studying the Circle of 5ths for sharps and flats, which will help them to be able to figure out the key signature
- Sight-reading (and in the repertoire), in order to learn the musical symbols used in all music
- Utilize musictheory.net to practice different intervals and sight read

Extensions: Students will be assigned to sightreadingfactory.com to practice extra exercises and create their own exercises.

Remediation:

- Seek assistance via peers or with the teacher, before/after school and during their study halls
- Seasoned Choir members are always assigned to sit next to new choir members to aid in peer assistance.

Instructional Methods:

- Direct Instruction
- Modeling correct posture
- Teacher and Peer Demonstration
- Peer Collaboration

Materials & Resources: The chosen sight-reading text from the Supplemental Books list and choral repertoire

Assessment:

- Teacher observation
- Written/aural quizzes
- Singing solfeggio in a group and alone
- Written assignments
- Self-evaluations
- Teacher checklist

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Vocal Technique

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C, 9.1G

Essential content/Objectives: At the end of this unit, students will be able to:

- Sing, as a solo and with others, from a variety of vocal genres, era and foreign languages (cultures) with good posture (sitting and standing), with good breath control (use of the diaphragm)
- Understand the changing voice, both male and female

Core Activities: Students will complete/participate in the following:

- Learn, practice and perform how to position their lip, teeth, tongue and lips to produce correct consonants
- Learn, practice and perform how to place and focus long and short vowels properly
- Practice good posture, both sitting and standing, while performing
- Discover the correct syllabic stress of a word with two or more syllables
- Students will learn and know the appropriate/inappropriate use of the voice and learn about vocal care
- Students will practice diaphragm breathing exercises with the teacher and in peer teams
- Participate in lecture and class discussion of the changing voice for both male and female.
- Discuss head/chest voice placement and when to use either.
- Learn about the vocal mechanism-parts and function.
- Choose solo music for different units: Disney, Broadway, foreign language, pop, decades, etc.
- Analyze their chosen songs for each unit and compare how their singing will have to change.
- Analyze different vocal performances and critique their singing using correct musical terminology.
- Analyze and learn about musicals and classical music and the vocal techniques behind how to correctly sing in that style

Extensions: Students can use youtube, pandora, streaming music services, etc. to listen to familiar and new music and incorporate them into the core activities.

Remediation:

- Teacher intervention when students are breathing backwards and using the voice inappropriately
- Assistance from peer mentors; with the teacher before/after school or during study halls.

Instructional Methods:

- Teacher/student demonstration
- Direct instruction
- Group discussion
- Peer collaboration
- Teach/practice/correct/learn

Materials & Resources:

- Students' repertoire
- Vocalize (warm-ups)
- Videos
- Supplemental texts as needed

Assessments:

- Teacher/peer observation
- Oral questioning
- Self-evaluations
- Solo/Group performances
- Written Analyses

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Musical Notation-Melody and Rhythm

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C

Essential Content/Objectives: At the end of this unit, students will be able to:

- Demonstrate an understanding that musical notation represents pitch, which is the placement of a note on a line or space of the musical staff.
- Demonstrate an understanding that the placement of notes on the staff represents musical direction-going up/down/staying the same.
- Demonstrate an understanding that duration equals the number of beats a note/rest receives.

Core Activities: Students will complete/participate in the following:

- Rehearsing the repertoire, students will discover the direction of the melodic movement
- Read and write pitch names (A,B,C,D,E,F,G) on both the treble (female) and bass (male) clefs
- Practice reading and clapping the rhythms of solfeggio exercises and applying this to their repertoire
- Practice solfeggio exercises to increase their sight-reading abilities and continue to sing major scales
- Practice identifying notes using musictheory.net

Extensions: Listening to examples of their repertoire being sung by other choirs

Remediation:

- Before/after school teacher assistance
- Peer assistance during class, study halls

Instructional Methods:

- Peer collaboration
- Direct instruction
- Teacher demonstration
- Class discussion

Materials & Resources:

- Student repertoire
- Warm-ups
- Sight-reading supplement
- In-class assignments for sight-reading

Assessments:

- Teacher/peer observation
- Self-evaluations
- Aural/oral evaluation
- Written quizzes
- Teacher checklist

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Musical Notation-Harmony and Texture

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C, 9.1H, 9.3B

Essential Content/Objectives: At the end of this, unit students will be able to:

- Demonstrate an understanding of harmony through the use of repertoire
- Demonstrate and perform harmonic passages as a group, both accompanied and a cappella.
- Drill and ear-training practice and then identify a Major (happy) sound or a minor (sad) sound
- Determine Major/minor tonalities and sing “Do”
- Demonstrate an understanding that texture is the vertical organization of pitches and that texture can be simple or complex.

Core Activities: Students will complete/participate in the following:

- Sing SAB/SATB/SSA/TTB repertoire in order to hear harmony
- Practice warm-ups in canons when appropriate
- Drill and practice one’s own individual voice parts: Soprano (S), Alto (A), Tenor (T), and Bass (B), then rehearse these in multiple combinations. Ex: S+T, A+B, S+A, etc.). Eventually leading to all four parts put together with accompaniment and then a cappella
- Study the vertical pitch structure of various passages in their repertoire and analyze whether the texture is simple (such as a hymn) or complex (such a jazz selection)
- Listen for, hear and sing the “Do” of any chord (major and minor)
- Class discussion and ear-training sessions to reinforce harmony. Students will practice singing in simple 2 and 3 note block chords.

Extensions: Listen to samples of simple and complex harmony/texture using choral music of many genres and musical periods such as: hymns, spirituals, jazz, patriotic, classical, baroque, etc.

Remediation:

- Students can seek teacher assistance before/after school/during study halls
- Seasoned choral students may mentor new students

Instructional Methods:

- Direct instruction and demonstration
- Peer collaboration, solfeggio in rounds (canons) both simple and complex
- Class discussion

Materials & Resources:

- Student repertoire
- Solfegio
- Warm-up exercises
- Audio/video examples

Assessments:

- Teacher/Peer Observation
- Self-evaluations
- Aural/oral quizzes
- Teacher checklist

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Vocal Repertoire and Singing

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C, 9.1D, 9.1E, 9.1G, 9.1H

Essential Content/Objectives: At the end of this unit, students will be able to:

- Sing vocal music at a grade appropriate level
- Perform individually and in small/large groups demonstrating knowledge of words/pitches
- Demonstrate proper etiquette in the classroom and on stage and share with others

Core Activities: Students will complete/participate in the following:

- Rehearse and perform (most) music on a grade 2.5-4 level based on the PMEA grade scale
- Rehearse and perform alone and in small/large groups
- Use the following ensemble techniques: singing with good intonation, proper balance and blend, correct phrasing and breathing, correct vowel/consonant placement and expression
- Discuss/decide/post what is needed to demonstrate proper classroom etiquette, on-stage etiquette, and audience etiquette
- Analyze and critique choral ensembles using PMEA rating for District chorus.

Extensions: YouTube to find other choirs singing parts of our concert repertoire.

Remediation: Students can seek teacher/peer assistance before/after school, during class and study halls.

Instructional Methods:

- Direct instruction
- Teacher/peer demonstration
- Group discussion and implementation of student ideas
- Videos

Materials & Resources:

- SAB/SATB/SSA/TTB repertoire
- Warm-up exercises
- Sight-reading sources
- Audio/visual examples

Assessments:

- Teacher/peer observation
- Self-evaluations
- Aural evaluations
- Oral quizzes
- Singing alone for quarterly assessments
- Written evaluations and analyses
- Teacher checklist

Curriculum Scope and Sequence

Planned Course: Concert Choir

Unit: Expression-Dynamics, Tempo, Articulations and Body/Facial “Language”

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C, 9.1G, 9.1J, 9.1K, 9.3D

Essential Content/Objectives: At the end of this unit, students will be able to:

- Recognize, understand and perform the correct tempo in their repertoire
- Recognize, know and then perform using the symbols of dynamics: *pp=pianissimo (very soft)*; *p=piano (soft)*; *mp=mezzo piano (medium soft)*; *mf=mezzo forte (medium loud)*; *f=forte (loud)* and *ff=fortissimo (very loud)*
- Recognize, understand and perform the articulation markings for accents, staccato and marcato and demonstrate how the diaphragm is used to achieve this
- Understand and explain why composers use dynamics, tempo and articulations as a means of expression

Core Activities: Students will complete/participate in the following:

- Sing various warm-ups at different volumes to practice the dynamic variations
- Warm-ups to demonstrate knowledge and ability to perform sudden dynamic changes as well as gradually getting louder (crescendo) and gradually getting softer (diminuendo/descrescendo).
- Warm-ups to practice all articulations
- Rehearse the repertoire, trying different dynamic levels, articulations and tempos and discuss why the composer chose the expressions that are indicated
- Opinion discussion on why we could express music differently than the composer intended
- Discussion of how musical interpretation is used to express elements of humanity
- Watch videos of other choirs and critique their facial/body expressions and the role these expressions play in our own performance
- Analyze repertoire and appropriately mark music with the correct music terminology/expression

Extensions: View other choirs on YouTube, etc., provide the teacher with the and write a critique about that choir’s expressive interpretation.

Remediation: Teacher is available for before/after school assistance, study halls, and peer assistance during class time.

Instructional Methods:

- Direct instruction
- Teacher/peer demonstration
- Group discussion
- Writing assignments

Materials & Resources:

- Repertoire
- Warm-up exercises
- Sight-reading materials
- Audio/visual examples

Assessments:

- Teacher/peer observation
- Self-evaluations
- Aural evaluations
- Oral/written quizzes
- Quarterly voice assessments
- Teacher checklist

Curriculum Scope and Sequence

Planned Course: Concert/Freshman Choir

UNIT: Musical Genres, Style and Performance

Time Frame: Throughout the year

State Standards: 9.1A, 9.1B, 9.1C, 9.1D, 9.1E, 9.1G, 9.1H, 9.1I, 9.3A, 9.3C, 9.4A, 9.4C

Essential Content/Objectives: At the end of this unit, students will be able to:

- Perform music from many musical genres and historical eras
- Perform multi-cultural music in foreign languages
- Evaluate musical performances using correct music terminology
- Express their own beliefs on how making music has impacted their own life

Core Activities: Students will complete/participate in the following:

- The study, rehearsal and performance of choral repertoire in various genres including: folk, spirituals, pop, rock, country, patriotic, holiday, gospel and traditional choral literature, both alone and in a group
- The study, rehearsal and performance of choral repertoire from musical time periods: Baroque, Renaissance, Classical, Romantic and 20th/21st century, both alone and in a group
- The study, rehearsal and performance of music in a variety of languages that may include Spanish, Italian, French, German, Hebrew, Latin and English using proper diction and vowel production, both alone and in a group
- Critically evaluate musical performances by comparing and contrasting these to another's performance or their own performance
- The use of appropriate musical terminology to describe musical concepts and elements heard in a given musical excerpt
- Write weekly self-evaluations on their class participation, behavior and performance
- Listen and compare music from various genres and time periods
- Discussion of what has impacted students the most in regards to genres, eras, and elements of music, and how it has developed their sensitivity to and understanding of humanity and other cultures
- Complete music calendars
- Research and create a Google Slides presentation on a Broadway show, opera, style of music, etc.

Extensions: Students may use any form of technology to expand their own horizons in listening to music of other eras, genres and cultures.

Remediation: Students may seek teacher assistance before/after school, during study halls; peer assistance during class time.

Instructional Methods:

- Direct instruction
- Teacher/peer demonstration
- Assignments to listen to music of other cultures, genres and eras.

Materials & Resources:

- Weekly teacher-generated self-evaluations
- Choral repertoire
- Audio/video examples of many genres, eras and multicultural music
- Sight-reading materials

Assessments:

- Quarterly voice assessments
- Teacher/peer observation
- Written/oral quizzes
- Written evaluations
- Aural evaluation
- Teacher checklist