

# High School Symphonic Choir

<b>Instructional Focus:</b> The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> <li>Demonstrate proper skills and technique with increased control of breath control, posture, and tone production.</li> <li>Sing with expression and technical accuracy.</li> </ul>	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor.</li> <li>2 or 3 part with or without accompaniment.</li> </ul>	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2.</li> <li>Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used.</li> <li>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> </ul>	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege.</li> <li>Sing simple melodies and 2-part songs in various major keys.</li> <li>Improvise short melodies or appropriate harmony around a given chord progression or melody.</li> </ul>	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter.</li> </ul>	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Explore how music in the world influences events, scenes, emotions, cultures or ideas.</li> <li>Compare/Contrast universal themes in music such as love, war, childhood, community, etc.</li> <li>Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures.</li> </ul>	US and World Music, Alaska Native Cultures and their music
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Analyze the uses of elements in given aural examples representing diverse genres and cultures.</li> </ul>	Compare/Contrast differences in the music of world cultures

# High School Treble Choir

<b>Instructional Focus:</b> The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> <li>Demonstrate proper skills and technique with increased control of breath control, posture, and tone production.</li> <li>Sing with expression and technical accuracy.</li> </ul>	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor.</li> <li>2 or 3 part with or without accompaniment.</li> </ul>	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2.</li> <li>Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used.</li> <li>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> </ul>	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege.</li> <li>Sing simple melodies and 2-part songs in various major keys.</li> <li>Improvise short melodies or appropriate harmony around a given chord progression or melody.</li> </ul>	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter.</li> </ul>	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Explore how music in the world influences events, scenes, emotions, cultures or ideas.</li> <li>Compare/Contrast universal themes in music such as love, war, childhood, community, etc.</li> <li>Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures.</li> </ul>	US and World Music, Alaska Native Cultures and their music
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Analyze the uses of elements in given aural examples representing diverse genres and cultures.</li> </ul>	Compare/Contrast differences in the music of world cultures

# High School Men's Chorus

<b>Instructional Focus:</b> The fundamentals of choral music will be emphasized (reading, part singing, interpretation, basics and vocal technique). Includes solo, small ensemble, and large ensemble performances. Scheduled performances are required and a part of assessment.		
Standard	Objectives	Examples
B5	Students will: <ul style="list-style-type: none"> <li>Demonstrate proper skills and technique with increased control of breath control, posture, and tone production.</li> <li>Sing with expression and technical accuracy.</li> </ul>	Individual Vocal Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Develop ensemble skills including: Vocal blend; matching dynamics; appropriate sound/style; and respond to the cues of the conductor.</li> <li>2 or 3 part with or without accompaniment.</li> </ul>	Ensemble Performance
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Perform notes, rhythms and meters as required by choral literature representing various cultures, genres, styles, and time periods up to grade 2.</li> <li>Demonstrate the ability to read a vocal score of up to four staves, by describing how the elements of music are used.</li> <li>Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> </ul>	Knowledge of Notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Clap, tap, or sing simple rhythm patterns using a prescribed technique such as Kodaly or Solfege.</li> <li>Sing simple melodies and 2-part songs in various major keys.</li> <li>Improvise short melodies or appropriate harmony around a given chord progression or melody.</li> </ul>	Sight reading and Improvising
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Create alone and with others using an extended diatonic range of 12 notes with intermediate note values, given the key, and meter.</li> </ul>	Writing notation
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Explore how music in the world influences events, scenes, emotions, cultures or ideas.</li> <li>Compare/Contrast universal themes in music such as love, war, childhood, community, etc.</li> <li>Describe distinguishing characteristics of representative musical genres and styles from a variety of cultures.</li> </ul>	US and World Music, Alaska Native Cultures and their music
Standard	Objectives	Examples
A1, A2, A3, B4, B5, B6, C7, C8, C9, D10, D11	Students will: <ul style="list-style-type: none"> <li>Analyze the uses of elements in given aural examples representing diverse genres and cultures.</li> </ul>	Compare/Contrast differences in the music of world cultures

# Alaska Arts Standards for Music

## A. CREATE

### Imagine and develop artistic ideas and work

#### *Anchor Standard #1: Generate and conceptualize artistic ideas and work*

#### Enduring Understanding

The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources.

#### Essential Question

How do musicians generate creative ideas?

#### *Anchor Standard #2: Organize and develop artistic ideas and work*

#### Enduring Understanding

Musicians' creative choices are influenced by their experience, skill, context, culture, background, environment and expressive intent.

#### Essential Question

How do musicians make creative decisions?

#### *Anchor Standard #3: Refine and complete artistic work*

#### Enduring Understanding

Musicians evaluate and refine their work through new ideas, persistence, and the application of appropriate criteria.

#### Essential Question

How do musicians improve the quality of their creative work?

## B. PRESENT

### Interpret and share artistic work

#### *Anchor Standard #4: Select, analyze, and interpret artistic works, including those from diverse cultural traditions, for performance, presentation, and/or production*

#### Enduring Understanding

Performers' interest in and knowledge of musical works, understanding of their own technical skills, expressive intent and the context for a performance (e.g. audience, space) influence their selection of repertoire.

#### Essential Questions

How do performers select their musical repertoire? How do performers interpret musical works?

#### *Anchor Standard #5: Develop and refine artistic work for performance, presentation, and/or production*

#### Enduring Understanding

Performers make interpretive decisions over time, based on their understanding of context, expressive intent, and individual technical skills.

#### Essential Question

How do musicians improve the quality of their performance?

#### *Anchor Standard #6: Perform, present, and/or produce artistic work*

#### Enduring Understanding

The context of time, place, and culture in which a work is presented influences audience response.

#### Essential Question

How do context and the manner in which musical work is presented influence audience response?

## C. RESPOND

### Understand and evaluate how the arts convey meaning

**Anchor Standard #7: Recognize and analyze artistic works, including those from diverse cultural traditions**

#### Enduring Understanding

Response to music is informed by analyzing context (social, cultural, historical) and how musicians apply the elements of music.

#### Essential Question

How does understanding the structure and context of music inform a response?

**Anchor Standard #8: Interpret intent and meaning in artistic work**

#### Enduring Understanding

Musicians provide clues to their expressive intent through the use of elements and structures of music.

#### Essential Question

How do we detect musical creators' and performers' expressive intent?

**Anchor Standard #9: Apply criteria to evaluate artistic work**

#### Enduring Understanding

The personal evaluation of musical works and performances is informed by analysis, interpretation and established criteria.

#### Essential Question

How do we evaluate the quality of musical works and performances?

## D. CONNECT

### Relate artistic ideas and work with personal meaning and external contexts

**Anchor Standard #10: Relate, synthesize, and express both knowledge and personal experiences as a way to participate in the arts**

#### Enduring Understanding

Musicians connect interests, experiences, ideas, and knowledge to create, perform and respond.

#### Essential Question

How do musicians make meaningful connections in order to create, perform and respond?

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

#### Enduring Understanding

Connections to varied contexts and personal experiences enhance musicians' creating, performing, and responding.

#### Essential Question

How do the arts, other disciplines, contexts, and personal experiences influence creating, performing, and responding to music?