

**MCKEESPORT AREA SCHOOL DISTRICT
CHOIR CURRICULUM**

GRADE 9 - 12

<p style="text-align: center;">PA Academic Standards</p> <p style="text-align: center;">Student must be able to do</p>	<p style="text-align: center;">Objective</p> <p style="text-align: center;">Content or process student will be able to know and do</p>	<p style="text-align: center;">Instructional Methods</p>	<p style="text-align: center;">Materials/ Resources</p> <p style="text-align: center;">Textbooks, trade books, workbooks, software, hardware, etc.</p>	<p style="text-align: center;">*Assessment Procedures</p> <p style="text-align: center;">*Additional adaptations, modifications, accommodations, and enrichment/ acceleration will be provided per IEP</p>	<p style="text-align: center;">*Additional Learning</p> <p style="text-align: center;">Opportunities for students who do not meet basic standards *Additional adaptations, modifications, and accommodations will be provided per IEP</p>	<p style="text-align: center;">*Extended Learning</p> <p style="text-align: center;">Opportunities for students who can go beyond the basic standards. *Additional enrichment/acceleration will be provided per IEP</p>
9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts						
<p>A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>Elements</p> <ul style="list-style-type: none"> ▶ 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 <p>Principles</p> <ul style="list-style-type: none"> ▶ Dance: • choreography • form • genre • improvisation • style • technique ▶ Music: • composition • form • genre • harmony • rhythm • texture 	<p>Music Duration - Students will:</p> <ul style="list-style-type: none"> • Read musical notation in treble and bass clef • Read whole, half, quarter, eighth, sixteenth and dotted notes and rest in 2/4, 3/4, 4/4/, and 6/8 time signatures • Determine the duration of a given sound in a set time signature • Sing a choral selection in multiple meters • Rhythmically recite the words of the piece • Clap or use another form of physical response for an intricate rhythm 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<ul style="list-style-type: none"> ▶ 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 	<p>Intensity – Students will:</p> <ul style="list-style-type: none"> • Sing in various dynamic levels; pianissimo, piano, mezzo piano, fortissimo, forte, mezzo forte, sforzando • Interpret and sing dynamic levels as indicated in the music: crescendo, decrescendo • Interpret and sing dynamic levels as indicated in the music • Analyze the dynamic symbols • Discuss and define the composer’s purpose for the dynamic markings in the music <p>Timbre – Students will:</p> <ul style="list-style-type: none"> • Demonstrate proper tone quality • Apply the principle of vowel modification • Perform warm-up exercises, which will help to improve tone production, tone color, and vowel formation • Demonstrate bright and dark vowels • Demonstrate the proper placement of a pure vowel sound 					

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	<p>Music Composition - Students will:</p> <ul style="list-style-type: none"> • Recognize compositional elements and examine how they relate to the music; i.e., text, timbre, dynamics, duration, pitch, articulation and form • Will perform songs interpreting these elements as they reflect the composer's intentions <p>Form - Students will:</p> <ul style="list-style-type: none"> • Discuss the characteristics of harmony • Analyze the characteristics of form, the influence balance and blend • Follow a unison score, two-part score, three part score, four part score, five part score • Follow scores with or without accompaniment • Allow a score using da capo, dal segno, 1st and 2nd endings, repeat signs, codas, verse sequences and fine <p>Genre – Students will:</p> <ul style="list-style-type: none"> • Sing music representing diverse genres and cultures, with expression appropriate for the work being performed 					

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<div style="display: flex; justify-content: space-between;"> <div style="width: 33%; border-right: 1px solid black; padding-right: 5px;"> <p>Harmony – Students will:</p> <ul style="list-style-type: none"> • Listen to one’s own voice in relation to other voices and accompaniment • Sing unison, two part, SAB, SATB, SSATB • Sing arrangements including descants, rounds, and melodies with parallel harmony parts • Analyze the characteristics of harmony and form that influence balance and blend • Increase ability to sing one’s part in a homophonic and polyphonic texture <p>Rhythm – Students will:</p> <ul style="list-style-type: none"> • Recognize and demonstrate 2/4, 3/4., 4/4, 6/8 meter • Perform pieces with changing meters where the pulse changes • Rhythmically recite the words of the piece • Recognize syncopated rhythms • Recognize dotted rhythms and triplets, ties, canonic imitation • Isolate difficult rhythms and write them on the board • Sing or recite the text while performing a physical motion to indicate the subdivision of the beat <p>Texture – Students will:</p> <ul style="list-style-type: none"> • Recognize the four basic texture patterns: monophony, homophony, heterophony ,and polyphony • Perform musical works in two, three, four and five part harmony in homophonic and polyphonic textures </div> <div style="width: 33%; border-right: 1px solid black; padding-right: 5px;"> </div> <div style="width: 33%; padding-left: 5px;"> </div> </div>						

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<p>B. Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>► Dance: • move • perform • read and notate dance • create and choreograph • improvise</p> <p>► Music: • sing • play an instrument • read and notate music • compose and arrange • improvise</p> <p>► Theatre: • stage productions • read and write scripts • improvise • interpret a role • design sets • direct</p> <p>► Visual Arts: • paint • draw • craft • sculpt • print • design for environment, communication, multi-media</p>	<p>Sing – Students will:</p> <ul style="list-style-type: none"> • Develop skills that will emphasize basic techniques of ensemble singing • Understand common music terms and the symbols • Sing accurately and with good breath control throughout the individual’s singing ranges, alone and in small and large ensembles • Understand methods of articulation and vocal production • Understand choral diction <p>Read and Notate Music – Students will:</p> <ul style="list-style-type: none"> • Follow unison, two-part, three-part, four part, five part score with or without accompaniment 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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	<p>Read & Notate Music continued - Students will:</p> <ul style="list-style-type: none"> • Interpret and sing appropriately according to tempo indications and metronome markings • Interpret and sing dynamic levels as indicated in the music, i.e., pianissimo, piano, forte, etc. • Recognize and demonstrate 2/4, 3/4, 4/4, 6/8 meter • Read and demonstrate understanding of notes and rests • Read and sing from a musical score <p>Compose and Arrange:</p> <ul style="list-style-type: none"> • Student analysis of performance options • Student experimentation of altering the music • Student conducting and interpreting of pieces being learned • Analyze the symbol; e.g., dynamic and tempo markings • Students will make creative decisions • Students will write ways to change the dynamics, tempo, tone colors or phrasing of a section of music 					

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<p>C. Integrate and apply advanced vocabulary to the arts forms.</p>	<ul style="list-style-type: none"> •articulators, unity Students will recognize, define and demonstrate the following musical terms and concepts: simile, sempre, poco a poco, a tempo, tutti, chorale, plain chant, falsetto, tonality, pie, mono, con, dissonance, consonance, diaphragm, soft and hard palate, larynx, articulators, unity and variety, monophony, chromatic, phrase, antiphonal, dynamics, forte, piano, accent, crescendo, decrescendo •Students will recognize and implement the musical vocabulary 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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D. 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)	<ul style="list-style-type: none"> • Students will sing a variety of musical genres within their selections and add choreography for show choir performance. • Student will sing multicultural music selections and perform with percussion instruments • Jazz performances 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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E. Delineate a unifying theme through the production of a work of art that reflects skills in media processes and techniques	<ul style="list-style-type: none"> •Students will study works of a composer and sing selections from the artists collection. 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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F. Analyze works of arts influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> •Students will study the works of a famous composer and sing selections from the artists collection. 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire •Piano •CD Player •Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>G. Analyze the effect of rehearsal and practice sessions.</p>	<ul style="list-style-type: none"> •The rehearsal will be a well-planned and organized period •The rehearsal should be flexible enough to allow for unexpected achievements or complications •Students will warm-up/vocalize •Students will learn new material •Students will rehearse material in progress •Students will review familiar material •Students will utilize sight-singing techniques for each rehearsal 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>H. Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.</p> <ul style="list-style-type: none"> • Evaluate the use and applications of materials. • Evaluate issues of cleanliness related to the arts. • Evaluate the use and applications of mechanical/electrical equipment. • Evaluate differences among selected physical space/environment. • Evaluate the use and applications of safe props/stage equipment. 	<ul style="list-style-type: none"> • Students will learn how to properly use microphones • Students will learn how to properly prepare for assembled choral • Students will learn how to properly get on and off choral risers 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<ul style="list-style-type: none"> •Evaluate the use and apply safe methods for storing materials in the arts. 	<ul style="list-style-type: none"> •Students will take care of their music and properly store their folders in their numbered slots 					

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I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> • Students will read arts and entertainment sections in the newspaper • Media awareness of musical events • Select musical performances of interest 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<p>J. Analyze and evaluate the use of traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.</p> <p>•Analyze traditional technologies (e.g., acid printing, etching methods, musical instruments, costume materials, eight track recording, super 8 movies)</p> <p>Analyze contemporary technologies (e.g., virtual reality design, instrument enhancements, photographic tools, broadcast equipment, film cameras, preservation tools, web graphics, computer generated marching band designs)</p>	<ul style="list-style-type: none"> •Internet research •Students will use audio/sound equipment to record musical performances •Students will create and design concert choir logos 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>9.1. Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p>						
<p>K. Analyze and evaluate the use of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>	<ul style="list-style-type: none"> •Students will use the Internet to gather information on composers, major works, and background information •Students will use the Internet and text books to find choral works and analyze the works 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
A. Explain the historical, cultural and social context of an individual work in the arts.	<ul style="list-style-type: none"> •Students will interpret selected music appropriately by applying his/her knowledge of the composer •Students will use video equipment to videotape musical performances •Students will study background information 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	<ul style="list-style-type: none"> •Students will relate works chronologically to historical events •Students will study major/minor works that correlate to specific times in history. Examples include: Madrigals Folksongs Oratorios Gregorian Chant 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>C. 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).</p>	<ul style="list-style-type: none"> • Students will relate works in the arts to varying styles and genre and to the periods in which they were created • Students will study and perform music from the Renaissance, Baroque, Classical, Modern, Post-Modern, Pop and Contemporary eras 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
D. Analyze a work of art from its historical and cultural perspective.	<ul style="list-style-type: none"> •Students will analyze a work of art from its historical and cultural perspective •Students will study and analyze specific musical works 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
E. Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas).	<ul style="list-style-type: none"> •Students will analyze how historical events and cultures have impacted forms, techniques and purposes of works in the arts •Students will study and analyze specific musical works 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="margin-left: 20px;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
F. Know and apply appropriate vocabulary used between social studies and the arts and humanities	<ul style="list-style-type: none"> •Students will correlate specific times in history with the music of that time period •Students will study and learn music appropriate to the historical time period 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
G Relate works in the arts to geographic regions: <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America 	<ul style="list-style-type: none"> •Students will relate works in the arts to geographic regions •Students will study and learn music from various geographic regions 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
H. Identify, describe and analyze the work of Pennsylvania Artists in dance, music, theatre and visual arts	<ul style="list-style-type: none"> •Students will identify and analyze works of Pennsylvania composers •Students will study the music of Pennsylvania composers 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
I. Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).	<ul style="list-style-type: none"> •Students will identify, explain and analyze philosophical beliefs as they relate to works in the arts •Students will study contemporary American musical theatre 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>9.2. Historical and Cultural Contexts</p>						
<p>J. Identify, explain and analyze historical and cultural differences as they relate to works in the arts (e.g., PLAYS BY Shakespeare, works by Michelangelo, ethnic dance and music).</p>	<ul style="list-style-type: none"> • Students will identify, explain and analyze historical and cultural differences as they relate to works in the arts 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
K. 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).	<ul style="list-style-type: none"> •Students will identify, explain and analyze traditions as they relate to works in the arts 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="margin-left: 20px;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.2. Historical and Cultural Contexts						
L. Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's <i>Appalachian Spring</i> and Millet's <i>The Gleaners</i>).	<ul style="list-style-type: none"> • Students will identify, explain and analyze common themes, forms and techniques from works in the arts 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p style="margin-left: 20px;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<p>9.3. Critical Response</p>						
<p>A. Explain and apply the critical examination processes of works in the arts and humanities.</p> <ul style="list-style-type: none"> •Compare and contrast •Analyze •Interpret •Form and test hypotheses •Evaluate/form judgments 	<ul style="list-style-type: none"> •Students will recognize critical processes used in the examination of musical works 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>9.3. Critical Response</p>						
<p>B. 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 <i>Woman Combing Her Hair</i>).</p>	<ul style="list-style-type: none"> •Students will study and learn to critique musical works 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.3. Critical Response						
C. Apply systems of classification for interpreting works in the arts and forming a critical response.	<ul style="list-style-type: none"> •Students will apply systems of classification for interpreting musical works and form critical responses. •Students will listen to musical selections/identify and classify styles within art form 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.3. Critical Response						
D. Analyze and interpret works in the arts and humanities from different societies using culturally specific vocabulary of critical response.	<ul style="list-style-type: none"> •Students will analyze and interpret works in the arts and humanities from different societies •Students will use culturally specific vocabulary of critical response 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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<p>9.3. Critical Response</p>						
<p>E. Examine and evaluate various types of critical analysis of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism 	<ul style="list-style-type: none"> • Student will examine various musical works • Students will analyze types of critical analysis of works 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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9.3. Critical Response						
F. Analyze the processes of criticism used to compare the meanings of a work in the arts in both its own and present time.	<ul style="list-style-type: none"> • Student will study/analyze and compare a work of art in its past and present time 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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9.3. Critical Response						
G. Analyze works in the arts by referencing the judgments advanced by arts critics as well as one's own analysis and critique.	<ul style="list-style-type: none"> • Student will study/analyze a work of art and compare music critic response with personal response • Student will study/perform a choral work – discuss and compare critical responses 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<p>9.4. Aesthetic Response</p>						
<p>A. Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.</p>	<ul style="list-style-type: none"> • Students will choose various musical works and examine how the music/story line relates to one's own feelings • Individual and group discussion comparing and contrasting meaning of works in the arts 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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9.4. Aesthetic Response						
B. Describe and analyze the effects that works in the arts have on groups, individuals and the culture (e.g., Orson Welles’ 1938 radio broadcast, <i>War of the Worlds</i>).	<ul style="list-style-type: none"> • Discuss and analyze the effects that work in the arts can have on groups, individuals and the culture • Students will study various musical/choral works and discuss how the work has affected their own personal lives and the culture 	<ul style="list-style-type: none"> • Direct instruction • Listening to choral recordings • Tape recording of students • Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> • Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> • Teacher/Principal observations • Student self-evaluation • Singing test • Ensemble performances and adjudication 	<ul style="list-style-type: none"> • Individualized instruction • Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> • Solo and small ensemble performance opportunities • Section leader opportunities • Officers (Choir Council) • Additional listening and learning opportunities

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<p>9.4. Aesthetic Response</p>						
<p>C. Compare and contrast the attributes of various audiences' environments as they influence individual aesthetic response (e.g., viewing traditional <i>Irish</i> dance at county fair versus the performance of <i>River Dance</i> in a concert hall).</p>	<ul style="list-style-type: none"> •Students will study/compare contrast of how the environment affects the aesthetic response to a musical work 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis • Teacher lecture • Alto/Soprano/Bass/ Tenor Sectionals • Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes • Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities

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9.4. Aesthetic Response						
D. Analyze and interpret a philosophical position identified in works in the arts and humanities.	<ul style="list-style-type: none"> •Students will review choices made by composers regarding the subject matter and the themes that they use to communicate their ideas through a particular musical work 	<ul style="list-style-type: none"> •Direct instruction •Listening to choral recordings •Tape recording of students •Class discussion and analysis •Teacher lecture •Alto/Soprano/Bass/Tenor Sectionals •Rehearsal 	<ul style="list-style-type: none"> •Choral repertoire • Piano • CD Player • Recording device <p style="text-align: center;"><u>Choral Repertoire</u></p> <ul style="list-style-type: none"> • Classical • Madrigals • Jazz • African • Traditional • Secular • Sacred • Show tunes •Sight-singing resources 	<ul style="list-style-type: none"> •Teacher/Principal observations •Student self-evaluation • Singing test •Ensemble performances and adjudication 	<ul style="list-style-type: none"> •Individualized instruction •Additional rehearsals • Private instruction • Rehearsal • Sectionals • Peer tutoring 	<ul style="list-style-type: none"> •Solo and small ensemble performance opportunities •Section leader opportunities •Officers (Choir Council) •Additional listening and learning opportunities