

FOLSOM CORDOVA UNIFIED SCHOOL DISTRICT

**Course Outline
Jazz Choir**

Date: March 2004

Subject Area: Visual & Performing Arts

Proposed Grade Level(s): 9-12

Course Length: 1 Year

Grading: A-F

Number of Credits: 5/Semester

Prerequisites: Audition

BRIEF COURSE DESCRIPTION:

This course is designed to provide continuing vocal instruction and general musicianship skills for all choral students. Instruction will include continuing music literacy and music theory, and will emphasize differences in musical styles as they relate to the history of jazz and the interpretation of specific pieces. Emphasis will be placed on improved ensemble singing skills such as pitch matching, tone production, reading rhythms and ear training. Students will be required to attend at least one performance as audience members. Course requirements include at least 5 concerts and two adjudicated festivals per year. Students will perform two-, three-, and four-part music at levels 2.5 to 4.

GENERAL GOALS/PURPOSES:

The goals of this class are to further develop the student's successful ensemble singing skills, to improve their musicianship, to further develop their appreciation for working together toward a common goal, and to allow them a more advanced choral experience.

STUDENT READING COMPONENT:

Students will read excerpts from various authors on choral and vocal technique, historical periods in classical music, and composers of different styles of music. Students will also explore and analyze the poetic texts of the pieces studied in the class.

STUDENT WRITING COMPONENT:

Students will be required to attend one live performance of an ensemble group each year, and to write an essay critiquing the concert, comparing and contrasting the actual performance to the techniques they are learning in the course.

STUDENT ORAL COMPONENT:

Regular in-class discussions will be conducted in order to assess the student's understanding of new concepts that have been introduced. Progress in vocal technique will be periodically evaluated while students sing alone or together in small ensembles.

DETAILED UNITS OF INSTRUCTION:

This outline is organized for content clarity rather than teaching chronology. While emphasis may be placed on one or two units of instruction in a given lesson, all of the units of instruction are intertwined. The evident level of student understanding and proficiency serves as the determining factor for the instructor's decisions regarding the unit(s) to emphasize at a given time. Most of the units include lecture, visual/aural demonstration of examples, guided and independent practice, critique, and student performance.

1) Orientation (1 week)

- a) Classroom rules
- b) Course expectations
- c) Grading policy
- d) Teacher assessment of student's previous singing experience through small group singing of simple melodies, questionnaires/pre-tests filled out by students, and student interviews

2) Basic Vocal Production (continuous throughout the year)

- a) Posture - explores the optimum body position for producing a good, natural vocal tone; emphasis is on balance, support and developing stage presence
- b) Breathing - importance of planning the breaths, utilizing the full breath to support the tone
- c) Shape of the mouth - relaxed jaw, vertical opening, elevated soft palate, low larynx

3) Development of Choral Sound (continuous throughout the year)

- a) Singing in tune - matching the pitches played on the piano; listening to your own voice, to other singers in your section, to other singers on different parts
- b) Watching the director - entrances and cut-offs
- c) Diction - singing with uniform vowel shapes to obtain blend, producing clear consonants
- d) Dynamics - using breathing technique to support dynamic levels
- e) Phrasing - using dynamics to create musical phrases
- f) Facial expression

4) Music Reading and Vocabulary (12 weeks, continuous reinforcement throughout the year)

- a) Note names
- b) Commonly used symbols
- c) Dynamic markings
- d) Rhythms and note values from sixteenth to whole note/rest plus dotted rhythms and syncopation.
- e) Time Signatures
- f) Major and Minor Scales
- g) Key Signatures

5) Listening to Choral Literature (4 weeks, continuous reinforcement throughout the year)

- a) Listening to audio selections and exploring historical perspectives on pieces from the various periods of American jazz.
- b) Recognize and analyze various elements that make styles unique (Swing, Latin, Blues, Be-bop, etc).
- c) Concert Attendance – Attendance at all concerts is required.
- d) Careers in music - how recordings of music are produced; what careers are available in vocal and choral music.
- e) Students will produce a CD of the year's work.

6) Ear Training and Sight Singing (16 weeks, continuous reinforcement throughout the year)

- a) Solfege syllables
- b) Pitch matching exercises
- c) Singing major/minor scales and triads
- d) Basic range expanding exercises
- e) Chromatic scales
- f) Develop microphone technique
- g) Sight singing in major and minor keys
- h) Sing complex, multipart music in a jazz style

THIS COURSE WILL PREPARE STUDENTS FOR THE HSEE AND/OR FCUSD EXIT EXAMS IN:

Writing, Reading, Language Arts, and Math

LAB FEE IF REQUIRED: None

SUBJECT AREA CONTENT STANDARDS TO BE ADDRESSED:

- 1.0 Artistic Perception-Processing, Analyzing and Responding to Sensory Information Through the Language and Skills Unique to Music
Units II, IV, and VI
- 2.0 Creative Expressing-Creating, Performing and Participating in Music
Units II, III
- 3.0 Historical and Cultural Context-Understanding the Historical Contributions and Cultural Dimensions of Music
Unit V
- 4.0 Aesthetic Valuing-Responding to, Analyzing and Making Judgments About Works of Music
Units I, V
- 5.0 Connections, Relationships, Applications-Connecting what is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers
Unit V

DISTRICT ESLRs TO BE ADDRESSED:

- **Self-directed Learners** – Students will use techniques learned in class to analyze and solve a variety of musical problems presented to them in class.
- **Effective Communicators** – As students learn performance skills, they will gain confidence that will help them be more self assured and professional in other areas of their lives.
- **Quality Producers/Performers** - Students will develop an appreciation for the discipline required by the performing arts, thereby enhancing their work ethic and study skills.
- **Collaborative Workers** – Students will learn that they need to work together to produce a blended, musical tone, and that, while individual knowledge and effort is required, listening to their classmates is of the utmost importance.
- **Constructive Thinkers** – Students will analyze their own performances and solve tone production problems, using techniques that they learn as the course progresses.
- **Responsible Citizens** – Students will demonstrate that their individual effort is essential to the group product.

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