BEGINNING MEN'S CHOIR
Grades 9, 10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: None

Course Overview:
Beginning Men's choir introduces fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post performance evaluation.

NOTE: Throughout this document, learning target types are identified as knowledge ("K"), reasoning ("R"), skill ("S"), or product ("P").

NATIONAL STANDARD 1: Students sing, alone and with others, a varied repertoire of music.

Benchmark 1: Students sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory.

Learning Targets *(Type)*:

1) I can demonstrate basic understanding of vocal technique, including appropriate posture, mouth position, breath management, register control, range development, octave identification, and accuracy of pitch and rhythm, and accommodating the vocal change. *(S,P)*

Benchmark 2: Students sing music written in four parts, with and without accompaniment.

Learning Targets *(Type)*:

1) I can sing, in an expressive and musical manner, age-appropriate literature from unison to four parts. *(S,P)*

Benchmark 3: Students demonstrate well-developed ensemble skills.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 2: **Students perform on instruments, alone and with others, a varied repertoire of music.**

Benchmark 1: Students perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can play accompaniments to choral selections. *(S,P)*

Benchmark 2: Students perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills.

Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.
Benchmark 3: Students perform in small ensembles with one student on a part.
Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 3: **Students improvise melodies, variations, and accompaniments.**

Benchmark 1: Students improvise stylistically appropriate harmonizing parts.
Learning Targets *(Type)*:
1) I can improvise style-appropriate vocal literature, including melodic and harmonic structure, and accompaniments. *(R,S,P)*

Benchmark 2: Students improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.
Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.
Benchmark 3: Students improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality.
Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 4: **Students compose and arrange music within specified guidelines.**

Benchmark 1: Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.
Learning Targets *(Type)*:
1) I can begin to compose and arrange music, employing musical notation gained through skills/theory program.

Benchmark 2: Students arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music.
Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.
Benchmark 3: Students compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources.
Learning Targets *(Type)*:
NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 5: **Students read and notate music.**

Benchmark 1: Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
Learning Targets *(Type)*:
1) I can perform with a steady beat, employing simple and compound meter signatures, and mixed meter. *(S,P)*

2) I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
3) I can identify and utilize traditional and non-traditional notation, including and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats, and naturals. *(K,R,S,P)*
4) I can recognize, learn and sing solfeggio with attention drawn to accurate intonation. *(K,R,S,P)*
5) I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style. *(K,S)*

Benchmark 2: Students who participate in a choral or instrumental ensemble or class sight read, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6.

Learning Targets *(Type)*:

1) I can employ traditional and non-traditional notation to read and perform rhythmic figures, including notes and corresponding rests from sixteenth through whole notes, the use of dotted figures and ties, and will apply the concepts of subdivision, augmentation, diminution, and syncopation. *(K,R,S,P)*

NATIONAL STANDARD 6: **Students listen to, analyze, and describe music.**

Benchmark 1: Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.

Learning Targets *(Type)*:

1) I can aurally identify and recognize stylistic characteristics, employing the elements of music (melody, harmony, rhythm, form, timbre). *(K,R)*

Benchmark 2: Students demonstrate extensive knowledge of the technical vocabulary of music.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

NATIONAL STANDARD 7: **Students evaluate music and music performances.**

Benchmark 1: Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.

Learning Targets *(Type)*:

1) I can demonstrate the ability to identify criteria that constitute a musical and stylistically appropriate performance. *(K,R,S)*

Benchmark 2: Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

Learning Targets *(Type)*:

1) I can, through participation in choral performance and the evaluation thereof, develop self-discipline, and demonstrate responsibility and respect for others. *(K,R,S,P)*

NATIONAL STANDARD 8: **Students understand relationships between music, the other arts, and disciplines outside the arts.**

Benchmark 1: Students explain how elements, artistic processes (such as imagination or craftsmanship), and organizational principles (such as unity and variety or repetition and contrast) are used in similar and distinctive ways in the various arts and cite examples.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 2: Students compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures, including Montana American Indian cultures.

Learning Targets *(Type)*:

1) I can compare characteristics of two or more arts within a particular historical period or style. *(K,R)*

Benchmark 3: Students explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music (e.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transformation and perception of sound).

Learning Targets *(Type)*:

1) I can participate in projects outside the arts that identify and interrelate music as a strand of the total concept of life, including career options in the arts. *(K,R)*

NATIONAL STANDARD 9: **Students understand music in relation to history and culture, including Montana American Indian history and culture.**

Benchmark 1: Students classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.

Learning Targets *(Type)*:

1) Through choral literature and performance in a variety of languages, I can distinguish characteristics of representative music genres and styles such as Native American, Latin American, African, Asian, European, and other music of the world. *(K,R,S,P*

Benchmark 2: Students identify sources of American music genres (e.g., swing, Broadway musical, blues, American Indian) trace the evolution of those genres, and cite well-known musicians associated with them.

Learning Targets *(Type)*:

NOT ADDRESSED IN THIS COURSE.

Benchmark 3: Students identify various roles (e.g., entertainer, teachers, transmitter of cultural tradition) that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.

Learning Targets *(Type)*:

1) I can compare functions that music serves, roles of musicians, and conditions under which music is typically performed, among several world cultures. *(R)*