

Havre Public Schools Treble Choir Grades 9-12

Course Information:

Topic: Treble Choir

Grade Level: 9-12

Length: Year

Periods Per Day: 1 period, 55 minutes

Essential Understanding:

Treble Choir is a non-auditioned elective class for students with treble voices. Students will learn choral music from a variety of styles, eras, and cultures. Students will learn how to read, notate, and interpret rhythms and melodies.

Theme Samples:

- Music literacy: Read, write, and perform rhythms, melodies, and harmonies.
- Creativity: choreograph, compose, and improvise where appropriate.
- Connections: Draw parallels between music, other disciplines, and life experiences.
- Respond to music. Write about and discuss music's context, mood, meaning, genre, and stylistic features.
- Perform music accurately and expressively, with effective technique.

Course Objectives and Expectations:

Read rhythms, melodies, and harmonies. Match pitch with choir and use effective posture and breathing technique for healthy singing. Follow the conductor, practice vowel placement for unified sound, and interpret the musical symbols of the score. Perform music in English and other languages; memorize selected music. Listen to yourself and others; contribute to the team effort of music-making.

Student Objectives:

- I can recognize and interpret the elements of music.
- I can utilize choral performance techniques to increase the impact of our music.
- I can discuss the historical, cultural, and stylistic context of the music I perform.
- I can connect the music I perform to other content areas and life experiences.
- I can compose, improvise, or arrange music or choreography within specific guidelines.
- I can express the emotive intent of music in performance and practice.

Pacing and pertinent Montana Content Standard and Course Outline and Assessments:

1. Fall Concert Prep

*unless additionally notated, students will be assessed by the teacher and themselves visually and aurally. We will assess live and recorded rehearsals and performances.

A. Breath support and posture MU:Pr6.1.E.Hs novice

B. Vowel placement and diction MU:Pr6.1.E.Hs novice

C. Soprano and Alto parts of "The Star-Spangled Banner," sing with all choir students at concert.
MU:Pr6.1.E.Hs novice, MU:Pr5.1.E.Hs novice

D. Learn about and prepare two other 2- 3-part pieces of music, in contrasting styles and languages

1. Perform: Interpret pieces effectively and expressively. MU:Pr4.2.E.Hs novice,
MU:Pr6.1.E.Hs novice, MU:Pr5.1.E.Hs novice

2. Respond: Write about and discuss the music's context, mood, meaning, genre, and stylistic features.

Assessment: Written assignments and discussions MU:Re7.2.E.Hs novice, MU:Re8.1.E.Hs novice, MU:Re9.1.E.Hs novice

3. Connect: Draw parallels between music being studied and other disciplines, and life experiences.

Assessment: Written assignments and discussions MU:Cn10.0.E.HSI, MU:Cn11.0.E.Hs novice

4. Create: Choreograph, compose, and improvise where appropriate, as it relates to the music we're studying.

Assessment: Composition assignments and live or recorded improvisations and choreography

MU:Cr1.1.E.Hs novice, MU:Cr2.1.E.Hs novice, MU:Cr3.1.E.Hs novice, MU:Cr3.2.E.Hs novice

- E. Reading, notating, and interpreting rhythms, melodies, harmonies and musical symbols.

Assessment: Short daily music theory or sight-singing lesson. Music theory lessons are turned in and assessed on a weekly basis. Occasional theory assignments and quizzes. MU:Pr4.2.E.Hs novice

Quarter 2:

1. Winter/Holiday Concert

- A. Breath support and posture MU:Pr6.1.E.Hs novice

- B. Vowel placement and diction MU:Pr6.1.E.Hs novice

- C. Soprano and Alto parts of an SATB arrangement with all choir students at the concert.

MU:Pr6.1.E.Hs novice, MU:Pr5.1.E.Hs novice

- D. Learn about and prepare two other 2- 3-part pieces of music, in contrasting styles and languages

1. Perform: Interpret pieces effectively and expressively. MU:Pr4.2.E.Hs novice, MU:Pr6.1.E.Hs novice, MU:Pr5.1.E.Hs novice

2. Respond: Write about and discuss the music's context, mood, meaning, genre, and stylistic features.

Assessment: Written assignments and discussions MU:Re7.2.E.Hs novice, MU:Re8.1.E.Hs novice, MU:Re9.1.E.Hs novice

3. Connect: Draw parallels between music being studied and other disciplines, and life experiences.

Assessment: Written assignments and discussions MU:Cn10.0.E.HSI, MU:Cn11.0.E.Hs novice

4. Create: Choreograph, compose, and improvise where appropriate, as it relates to the music we're studying.

Assessment: Composition assignments and live or recorded improvisations and choreography

MU:Cr1.1.E.Hs novice, MU:Cr2.1.E.Hs novice, MU:Cr3.1.E.Hs novice, MU:Cr3.2.E.Hs novice

- E. Reading, notating, and interpreting more rhythms, melodies, harmonies and musical symbols.

MU:Pr4.2.E.Hs novice

- F. Semester test including rhythmic counting and values, identification of notes and other musical symbols, and writing solfege under notes in a melody.

MU:Pr4.2.E.Hs novice

Quarter 3:

1. Adjudication and Concert, Solos and Ensembles

- A. Breath support and posture, vowel placement and diction MU:Pr6.1.E.Hs intermediate

- B. Rules to increase music's expressive impact: How to negotiate slurs, dissonance, notes longer than a beat, multi-syllable words, word emphasis, etc. MU:Pr6.1.E.Hs intermediate

- C. Prepare solos and smaller ensembles for performance and adjudication at District Music Festival

Assessment: Adjudication of solos and small ensembles at district level. *occurs during Quarter 4

MU:Re7.1.E.HSI, MU:Re8.1.E.Hs intermediate

- D. Prepare Three 2- or 3-part pieces of music, in contrasting styles and languages, for adjudication.

1. Perform: Interpret pieces effectively and expressively. MU:Pr4.2.E.Hs intermediate, MU:Pr6.1.E.Hs intermediate, MU:Pr5.1.E.Hs intermediate
2. Respond: Write about and discuss the music's context, mood, meaning, genre, and stylistic features.

Assessment: Written assignments and discussions MU:Re7.2.E.Hs intermediate, MU:Re8.1.E.Hs intermediate, MU:Re9.1.E.Hs intermediate

3. Connect: Draw parallels between music being studied and other disciplines, and life experiences.

Assessment: Written assignments and discussions MU:Cn10.0.E.HSI, MU:Cn11.0.E.Hs intermediate

4. Create: Choreograph, compose, and improvise where appropriate, as it relates to the music we're studying.

Assessment: Composition assignments and live or recorded improvisations and choreography

MU:Cr1.1.E.Hs intermediate, MU:Cr2.1.E.Hs intermediate, MU:Cr3.1.E.Hs intermediate, MU:Cr3.2.E.Hs intermediate

Assessment: Adjudication of 2 pieces of choral music. *occurs during Quarter 4

- E. Reading, notating, and interpreting more advanced rhythms, melodies, harmonies and musical symbols.

Assessment: Adjudication of choral sight-singing. *occurs during Quarter 4 MU:Pr4.2.E.Hs intermediate

- F. Assessment: Adjudication of 2 pieces of choral music, adjudication of choral sight-singing.

Quarter 4:

1. Popular Music, Solos and Ensembles

- A. Breath support and posture, vowel placement and diction MU:Pr6.1.E.Hs intermediate
- B. Rules to make it more musical: slurs, dissonance, steady beat, syllabic stress, word emphasis, etc. MU:Pr6.1.E.Hs intermediate
- C. Polish solos and smaller ensembles for performance and adjudication at State Music Festival

Assessment: Adjudication of solos and small ensembles at state level. MU:PR4.2.E.Hs intermediate, MU:PR5.1.E.Hs intermediate, MU:PR6.1.E.Hs intermediate, MU:PR7.2.E.Hs intermediate

- D. Prepare two 2- or 3-part pieces of popular music, in contrasting styles. Prepare the Soprano and Alto parts of an SATB piece of music that all choir students will sing together
 1. Perform: Interpret pieces effectively and expressively. MU:Pr4.2.E.Hs intermediate, MU:Pr6.1.E.Hs intermediate, MU:Pr5.1.E.Hs intermediate
 2. Respond: Write about and discuss the music's context, mood, meaning, genre, and stylistic features.

Assessment: Written assignments and discussions MU:Re7.2.E.Hs intermediate, MU:Re8.1.E.Hs intermediate, MU:Re9.1.E.Hs intermediate

3. Connect: Draw parallels between music being studied and other disciplines, and life experiences.

Assessment: Written assignments and discussions MU:Cn10.0.E.HSI, MU:Cn11.0.E.Hs intermediate

4. Create: Choreograph, compose, and improvise where appropriate, as it relates to the music we're studying.

- E. Reading, notating, and interpreting more rhythms, melodies, harmonies and musical symbols. MU:Pr4.2.E.Hs intermediate

- F. Semester test including rhythmic counting and values, identification of notes and other musical symbols, and writing solfege under notes in a melody. MU:Pr4.2.E.Hs intermediate

- G. After concert: Focus on music theory, complete composition, world music, or music history project.

Assessment: Music theory assignments, quizzes, project. Combine all standards already addressed, with less focus on Performance standards.

Timeline:**Title****Approximate Timeline**

Quarter 1: Fall Concert	6 weeks
Quarter 2: Winter/Holiday Concert	8 weeks
Quarter 3: Adjudication and Concert, Solos and Ensembles	10 weeks
Quarter 4: Popular Music, Solos and Ensembles	8 weeks
After concert: Focus on music theory, possible project	2 weeks

Resources:

Music Theory for Choirs, Volume 1 by Laurel Larsen from Masterworks Press

sightreadingfactory.com

“The Star-Spangled Banner” arr. Russell Robinson

Various octavos

musictheory.net

K-12 Arts Standards form OPI: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Arts-Standards#98103736-montana-content-standards-for-the-arts>

National Art Standards: <https://www.nationalartsstandards.org/>

Approved: 03/11/2025