Havre Public Schools A Capella Choir Grades 10-12

Course Information:
Topic: A Capella Choir
Grade Level: 10-12
Length: Year
Periods Per Day: 1 period, 55 minutes

Essential Understanding:
A Cappella Choir is an auditioned elective choir class for students with voices in any range. Students will learn choral music from a variety of styles, eras, and cultures. Students will learn how to read, notate, and interpret rhythms, melodies, and harmonies.

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. Tune with the 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:

Quarter 1:

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.HSI accomplished
B. Vowel placement and diction MU:Pr6.1.E.HSI accomplished
C. Soprano and Alto parts of "The Star-Spangled Banner," sing with all choir students at concert. MU:Pr6.1.E.HSI proficient, MU:Pr5.1.E.HSI accomplished
D. Learn about and prepare three other SATB pieces of music, in contrasting styles and languages
    1. Perform: Interpret pieces effectively and expressively. MU:Pr4.2.E.HSI accomplished, MU:Pr6.1.E.HSI accomplished, MU:Pr5.1.E.HSI accomplished

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.HSI accomplished, MU:Re8.1.E.HSI accomplished, MU:Re9.1.E.HSI accomplished

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

Assessment: Written assignments and discussions MU:Cn10.0.E.HSII, MU:Cn11.0.E.HSI accomplished

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.HSI accomplished, MU:Cr2.1.E.HSI accomplished, MU:Cr3.1.E.HSI accomplished, MU:Cr3.2.E.HSI accomplished

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.HSI accomplished

Quarter 2:

1. Winter/Holiday Concert

A. Breath support and posture MU:Pr6.1.E.HSI accomplished

B. Vowel placement and diction MU:Pr6.1.E.HSI accomplished

C. Sing SATB arrangement with all choir students at the concert. MU:Pr6.1.E.HSI accomplished, MU:Pr5.1.E.HSI accomplished

D. Learn about and prepare three other SATB pieces of music, in contrasting styles and languages

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

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.HSI accomplished, MU:Re8.1.E.HSI accomplished, MU:Re9.1.E.HSI accomplished

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

Assessment: Written assignments and discussions MU:Cn10.0.E.HSII, MU:Cn11.0.E.HSI accomplished

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.HSI accomplished

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.HSI accomplished

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.HSI accomplished

Quarter 3:

1. Adjudication and Concert, Solos and Ensembles

A. Breath support and posture, vowel placement and diction MU:Pr6.1.E.HSI advanced

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.HSI advanced

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.HSII, MU:Re8.1.E.HSI advanced

D. Prepare four 3-8-part pieces of music, in contrasting styles and languages, for adjudication.

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

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.HSI advanced, MU:Re8.1.E.HSI advanced, MU:Re9.1.E.HSI advanced

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

Assessment: Written assignments and discussions MU:Cn10.0.E.HSII, MU:Cn11.0.E.HSI advanced

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

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.HSI advanced

Quarter 4:

1. Popular Music, Solos and Ensembles

A. Breath support and posture, vowel placement and diction MU:Pr6.1.E.HSI advanced

B. Rules to make it more musical: slurs, dissonance, steady beat, syllabic stress, word emphasis, etc. MU:Pr6.1.E.HSI advanced

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.HSI advanced, MU:PR5.1.E.HSI advanced, MU:PR6.1.E.HSI advanced, MU:PR7.2.E.HSI advanced

D. Prepare one SATB piece for graduation and two SATB pieces of popular music, in contrasting styles.

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

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.HSI advanced, MU:Re8.1.E.HSI advanced, MU:Re9.1.E.HSI advanced

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

Assessment: Written assignments and discussions MU:Cn10.0.E.HSII, MU:Cn11.0.E.HSI advanced

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.HSI advanced

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.HSI advanced

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.HSI advanced

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: Music theory, All-State auditions materials,
next year placements, 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/
Technology Standards: https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Technology-Standards

Approved: 03/11/2025