



Chorus

CURRICULUM

Board Approved: 3/20/2025

Course Information

High School Full-year course

Course Description:

This is a beginning choir with no prior experience needed; Students will learn fundamental vocal techniques, how to read music, and how to interpret, rehearse, and perform a variety of music styles from classical to contemporary, with opportunities to develop individual and group performance skills.

Transfer Goals:

- Create, develop, and perfect artistic ideas and work.
- Analyze, refine, and present artistic work to convey meaning.
- Perceive, interpret, and evaluate artistic work
- Integrate personal experiences and contextual knowledge to create and understand art.

Curriculum Standards: [Missouri MLS Fine Arts Grade Level Expectations](#)

Curriculum Resource(s): Sight Reading Factory student resource; Choral Tracks director resource

**priority standards indicated in bold*

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Unit 1: Creating

Timeframe: Ongoing throughout the year.

Unit Description: In this unit, students will be introduced to and review music fundamentals for the beginning high school choir student. Students will practice note reading, rhythm reading, intervallic relationships, improvisation, and key signature identification.

Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians' presentations of creative work are the culmination of a process of creation and communication.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL BE ABLE TO:
MU:Cr1A.E.1a	• I can compose ideas for simple melodies for specific purposes. • I can improvise ideas for simple melodies for specific purposes. • I can compose simple rhythmic passages for specific purposes. • I can improvise simple rhythmic passages for specific purposes. • I can compose ideas for arrangements for specific purposes. • I can improvise ideas for arrangements for specific purposes.
MU:Cr2A.E.1a	• I can select and develop draft melodies for specific purposes. • I can select and develop draft rhythmic passages for specific purposes. • I can select and develop draft arrangements for specific purposes.
MU:Cr2A.E.1b	• I can preserve a draft composition through standard notation and/or audio recording. • I can preserve draft improvisations through standard notation and/or audio recording.
MU:Cr3A.E.1a	• I can evaluate draft melodies based on the given criteria.

**priority standards indicated in bold*

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	• I can refine draft melodies based on the given criteria. • I can evaluate rhythmic passages based on the given criteria. • I can refine rhythmic passages based on the given criteria. • I can evaluate arrangements based on the given criteria. • I can refine arrangements based on the given criteria. • I can evaluate draft improvisations based on the given criteria. • I can refine draft improvisations based on the given criteria.
MU:Cr3B.E.1a	• I can share personally developed melodies. • I can share personally developed rhythmic passages. • I can share personally developed arrangements.
MU:Cn10A.E.1a	• I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when creating.
MU:Cn11A.E.1a	• I can demonstrate an understanding of the relationships between music and the other arts. • I can demonstrate an understanding of the relationships between music and other disciplines. • I can demonstrate an understanding of the relationships between varied contexts. • I can demonstrate an understanding of the relationships between music and daily life.

**priority standards indicated in bold*

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Unit 2: Performing

Timeframe: Ongoing throughout the year

Unit Description: In this unit, students will be introduced to criteria to select, interpret, connect, and perform repertoire from various genres, musical styles, and cultures. This unit will introduce vocal, theoretical, and expressive techniques and elements to improve and interpret musical performances given appropriate context. Students will also evaluate and refine performances, applying established criteria and feedback from peers and other sources.

Enduring Understandings:

- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How do context and the manner in which musical work is presented influence audience response?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL BE ABLE TO:
MU:Pr4A.E.1a	• I can explain the criteria used to select a varied repertoire for study.
MU:Pr4B.E.1a	• I can demonstrate how the basic music theory of musical works impacts and informs performance. • I can demonstrate how musical form impacts and informs performance.
MU:Pr4C.E.1a	• I can demonstrate an understanding of the context within the varied repertoire

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	of music through prepared performances. • I can demonstrate an understanding of the context within the varied repertoire of music through improvised performances.
MU:Pr5A.E.1a	• I can develop strategies with the help of my director to address expressive challenges within varied repertoire. • I can evaluate the success of strategies with the help of my director and/or peers using feedback. • I can apply feedback to refine performances with guidance.
MU:Pr6A.E.1a	• I can demonstrate attention to technical accuracy for prepared performances. • I can demonstrate attention to technical accuracy for improvised performances. • I can demonstrate attention to expressive qualities for prepared performances. • I can demonstrate attention to expressive qualities for improvised performances.
MU:Pr6A.E.1b	• I can demonstrate an understanding of expressive intent by connecting with an audience through prepared performances.
MU:Cn10A.E.1a	• I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when performing.
MU:Cn11A.E.1a	• I can demonstrate an understanding of the relationships between music and the other arts. • I can demonstrate an understanding of the relationships between music and other disciplines. • I can demonstrate an understanding and of the relationships between varied contexts. • I can demonstrate an understanding of the relationships between music and daily life.

**priority standards indicated in bold*

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Unit 3: Responding

Timeframe: Ongoing throughout the year.

Unit Description: In this unit, students will reflect on the selection for music, recognize how elements of music affect response to musical performance, and evaluate the success of a performance. Additionally, students will reflect on how other arts, disciplines, and contexts relate to creating, performing, and responding.

Enduring Understandings:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions:

- How do individuals choose music to experience?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?
- How do musicians make meaningful connections to creating, performing, and responding?
- How do other arts, other disciplines, contexts, and daily life inform creating, performing, and responding?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL BE ABLE TO:
MUR7A.E.1a	• I can explain the given criteria for selecting music for specified purposes. • I can explain the given criteria to support musical selections by citing characteristics found in music. • I can explain the given criteria to select music by citing connections to interest, purpose, and context.
MU:Re7B.E.1a	• I can explain how the response to music is informed through the analysis of musical passages. • I can explain how the response to music is informed by understanding the way the elements of music are manipulated.
MU:Re8A.E.1a	• I can explain interpretations of expressive intent and the meaning of musical

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	works.
MU:Re9A.E.1a	• I can collaboratively evaluate performances based on the criteria developed. • I can collaboratively evaluate works based on the criteria developed.
MU:Cn10A.E.1a	• I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when responding to music.
MU:Cn11A.E.1a	• I can demonstrate understanding of relationships between music and the other arts. • I can demonstrate understanding of relationships between music and other disciplines. • I can demonstrate understanding and of relationships between varied contexts. • I can demonstrate understanding of relationships between music and daily life.

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