



# Chamber Choir CURRICULUM

Board Approved: 3/20/2025

## Course Information

**High School  
Full-year course**

**Course Description:**

This is an advanced performing ensemble; Members will demonstrate both group and individual progress in tone production, music reading, vocal independence, and apply these concepts to interpret, rehearse, and perform a variety of musical works 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 review music fundamentals for the beginning and intermediate high school choir students. 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 is 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:
<u><a href="#">MU:Cr1A.E.III</a></u> <u><a href="#">a</a></u>	<ul style="list-style-type: none"> <li>• <b>I can compose musical ideas for a variety of purposes and contexts.</b></li> <li>• <b>I can improvise musical ideas for a variety of purposes and contexts.</b></li> </ul>
<u><a href="#">MU:Cr2A.E.III</a></u> <u><a href="#">a</a></u>	<ul style="list-style-type: none"> <li>• I can select and develop composed ideas into draft musical works organized for a variety of purposes and contexts.</li> <li>• I can select and develop improvised ideas into draft musical works organized for a variety of purposes and contexts.</li> </ul>
<u><a href="#">MU:Cr2A.E.III</a></u> <u><a href="#">b</a></u>	<ul style="list-style-type: none"> <li>• I can preserve draft musical works through standard notation, audio, or video recording.</li> </ul>
<u><a href="#">MU:Cr3A.E.III</a></u> <u><a href="#">a</a></u>	<ul style="list-style-type: none"> <li>• I can refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</li> <li>• I can refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.</li> </ul>
<u><a href="#">MU:Cr3B.E.III</a></u> <u><a href="#">a</a></u>	<ul style="list-style-type: none"> <li>• I can share varied, personally developed musical works - individually or as an ensemble - that address identified purposes and contexts.</li> </ul>

*\*priority standards indicated in bold*

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<a href="#">MU:Cn10A.E.11a</a>	<ul style="list-style-type: none"> <li>● I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when creating.</li> </ul>
<a href="#">MU:Cn11A.E.11a</a>	<ul style="list-style-type: none"> <li>● I can demonstrate an understanding of the relationships between music and the other arts.</li> <li>● I can demonstrate an understanding of the relationships between music and other disciplines.</li> <li>● I can demonstrate an understanding of relationships between varied contexts.</li> <li>● I can demonstrate an understanding of the relationships between music and daily life.</li> </ul>

*\*priority standards indicated in bold*

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# Unit 2: Performing

**Timeframe:** Ongoing throughout the year

**Unit Description:** In this unit, students will develop and apply criteria to select, interpret, connect, and perform repertoire from various genres, musical styles, and cultures. This unit will reinforce vocal, theoretical, and expressive techniques and elements to master and interpret musical performances given appropriate context. Students will evaluate and refine performances, applying 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 culture. The context and how a work is presented influence the audience's 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:
<a href="#">MU:Pr4A.E.IIIa</a>	<ul style="list-style-type: none"> <li>• I can develop criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics.</li> <li>• I can develop criteria to select a varied repertoire to study and perform based</li> </ul>

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	<p>on expressive challenges in the music.</p> <ul style="list-style-type: none"> <li>● I can develop criteria to select a varied repertoire to study and perform based on my technical skill or the ensemble's.</li> <li>● I can develop criteria to select a varied repertoire to study and perform based on the purpose and context of the performance.</li> </ul>
<a href="#">MU:Pr4B.E.IIIa</a>	<ul style="list-style-type: none"> <li>● <b>I can examine how the structure and context impact and inform prepared performances.</b></li> <li>● <b>I can examine how the structure and context impact and inform improvised performances.</b></li> <li>● <b>I can critique how the structure and context impact and inform prepared performances.</b></li> <li>● <b>I can critique how the structure and context impact and inform improvised performances.</b></li> </ul>
<a href="#">MU:Pr4C.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances, as well as performers' technical skill to connect with the audience.</li> </ul>
<a href="#">MU:Pr5A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can develop appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</li> <li>● I can apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</li> <li>● I can refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.</li> </ul>
<a href="#">MU:Pr6A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can demonstrate mastery of the technical demands for prepared performances.</li> <li>● I can demonstrate mastery of the technical demands for improvised performances.</li> <li>● I can demonstrate an understanding of the expressive qualities of prepared performances.</li> <li>● I can demonstrate an understanding of the expressive qualities of improvised performances.</li> </ul>
<a href="#">MU:Pr6A.E.IIIb</a>	<ul style="list-style-type: none"> <li>● I can demonstrate an ability to connect with an audience through prepared and improvised performances.</li> </ul>
<a href="#">MU:Cn10A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when performing.</li> </ul>
<a href="#">MU:Cn11A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can demonstrate an understanding of the relationships between music and the other arts.</li> <li>● I can demonstrate an understanding of the relationships between music and other disciplines.</li> <li>● I can demonstrate an understanding of the relationships between varied contexts.</li> <li>● I can demonstrate an understanding of the relationships between music and daily life.</li> </ul>

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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 analysis of musical passages and knowledge of the individual and ensemble context and purpose 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:
<a href="#">MURe7A.E.IIIa</a>	<ul style="list-style-type: none"> <li>• I can use research to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</li> <li>• I can use personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.</li> </ul>
<a href="#">MU:Re7B.E.IIIa</a>	<ul style="list-style-type: none"> <li>• I can demonstrate how the analysis of structures informs the response to music.</li> <li>• I can justify how the analysis of structures informs the response to music.</li> <li>• I can demonstrate how the analysis of contexts informs the response to music.</li> <li>• I can justify how the analysis of contexts informs the response to music.</li> <li>• I can demonstrate how the analysis of performance decisions informs the response to music.</li> <li>• I can justify how the analysis of performance decisions informs the response to music.</li> </ul>

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<a href="#">MU:Re8A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.</li> </ul>
<a href="#">MU:Re9A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● <b>I can develop evaluations of music based on criteria, personal decision-making, research, and understanding of contexts.</b></li> <li>● <b>I can justify evaluations of music based on criteria, personal decision-making, research, and understanding of contexts.</b></li> <li>● <b>I can develop evaluations of programs of music based on criteria, personal decision-making, research, and understanding.</b></li> <li>● <b>I can justify evaluations of programs of music based criteria, personal decision-making, research, and understanding.</b></li> <li>● <b>I can develop evaluations of performances based on criteria, personal decision-making, research, and understanding of contexts.</b></li> <li>● <b>I can justify evaluations of performances based on criteria, personal decision-making, research, understanding of contexts.</b></li> </ul>
<a href="#">MU:Cn10A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when responding to music.</li> </ul>
<a href="#">MU:Cn11A.E.IIIa</a>	<ul style="list-style-type: none"> <li>● <b>I can demonstrate understanding of relationships between music and other disciplines.</b></li> <li>● <b>I can demonstrate understanding and of relationships between varied contexts.</b></li> <li>● <b>I can demonstrate understanding of relationships between music and daily life.</b></li> </ul>

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