



Concert Choir CURRICULUM

Board Approved: 3/20/2025

Course Information

High School Full-year course

Course Description:

This is an accomplished performing ensemble. Members will demonstrate both group and individual progress in tone production, music reading, and vocal independence, and apply these concepts to interpret, rehearse, and perform a variety of musical works from classical to contemporary, with opportunities to further 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*

Concert Choir Page 1

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

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 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:
<u>MU:Cr1A.E.IIa</u>	• I can compose ideas for arrangements for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal. • I can improvise ideas for arrangements for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal. • I can compose ideas for sections of music for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal. • I can improvise ideas for sections of music for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal. • I can compose ideas for short compositions for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal. • I can improvise ideas for short compositions for specified purposes that reflect characteristics of music from a variety of cultures studied in rehearsal.

**priority standards indicated in bold*

Concert Choir Page 2

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

MU:Cr2A.E.IIa	• I can select arrangements for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal. • I can develop arrangements for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal. • I can select sections of music for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal. • I can develop sections of music for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal. • I can select short compositions of music for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal. • I can develop short compositions of music for specified purposes that demonstrate understanding of characteristics of music from a variety of cultures studied in rehearsal.
MU:Cr2A.E.IIb	• I can preserve draft compositions through standard notation, audio recording, or video recording. • I can preserve improvisations through standard notation, audio recording, video recording.

**priority standards indicated in bold*

Concert Choir Page 3

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

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. It reinforces vocal, theoretical, and expressive techniques and elements to improve and interpret musical performances given appropriate context. Students will evaluate and refine performances by applying personally- and collaboratively-developed 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:
MU:Pr4A.E.IIa	• I can develop criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics. • I can develop criteria to select a varied repertoire to study and perform based on expressive challenges in the music. • I can develop criteria to select a varied repertoire to study and perform based

**priority standards indicated in bold*

Concert Choir Page 4

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

	on my technical skills or those of the ensemble. • I can develop criteria to select a varied repertoire to study and perform based on the purpose and context of the performance.
MU:Pr4B.E.IIa	• I can document and demonstrate how compositional devices of musical works impact and inform performance. • I can document and demonstrate how music-reading skills of musical works impact and inform performance. • I can document and demonstrate how structural aspects of music impact and inform performance.
MU:Pr4C.E.IIa	• I can demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
MU:Pr5A.E.IIa	• I can develop appropriate rehearsal strategies to address my challenges and the challenges of the ensemble. • I can evaluate a successful performance.
MU:Pr6A.E.IIa	• I can demonstrate mastery of the technical demands for improvised performances. • I can demonstrate an understanding of the expressive qualities for prepared performances. • I can demonstrate an understanding of the expressive qualities for improvised performances.
MU:Pr6A.E.IIb	• I can demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
MU:Cn10A.E.Ia	• I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when performing.
MU:Cn11A.E.Ia	• 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*

Concert Choir Page 5

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhdschools.org

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 affects 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.IIa	• I can apply the given criteria to select music for a variety of specified purposes. • I can justify music selection choices by citing characteristics found in music. • I can justify music selection choices by citing the specified purpose and context.
MU:Re7B.E.IIa	• I can explain how the analysis of structure in music informs the response to music. • I can explain how the context of music informs the response to music.
MU:Re8A.E.IIa	• I can support interpretations of expressive intent and the meaning of musical works. • I can support the treatment of musical elements by citing context, setting of text, and personal research to support and explain my interpretation

**priority standards indicated in bold*

Concert Choir Page 6

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhsdschools.org

<u>MU:Re9A.E.IIa</u>	• I can evaluate works based on personally and collaboratively developed criteria. • I can evaluate performances based on personally and collaboratively-developed criteria. • I can evaluate works based on research. • I can evaluate performances based on research.
<u>MU:Cn10A.E.IIa</u>	• I can demonstrate how interests, knowledge, and skills are related to personal choices and intent when responding to music.
<u>MU:Cn11A.E.IIa</u>	• 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.

**priority standards indicated in bold*

Concert Choir Page 7

BOE Approved: 03/20/2025

Patrons with questions about the course should contact curriculum@fhdschools.org