

HIGH SCHOOL: Grades 9, 10, 11 & 12

With Choir, Band, and Orchestra, we do not have separate units of study. Every day, every class is run like a rehearsal - warmups, embedded theory, learning and improving music for performance. While there are not defined units of study, these concepts are addressed each session. The work on intonation, rhythm, technique, and working as an ensemble happens every day. Students come in at different levels of skill, and it is our job to pull them together as a performing ensemble, so we are constantly differentiating instruction so that every child improves.

Band and Orchestra meet within the regular school day for a full year, which allows for some additional units of study such as composing, but some students only get one semester or miss an entire year due to academic/scheduling conflicts. Choir used to be during the day, which allowed for units on music history and ear training. It then moved to an after school class, which completely eliminated the time for anything beyond performance preparation.

The National Core Arts Standards have three levels for high school study: Proficient, Accomplished, and Advanced. It is our goal to have everyone enter the high school program at Proficient and move into the Accomplished standards during their time with us, while providing opportunities for the more motivated students to reach Advanced levels.

	COURSE/GRADE LEVEL GRADE 9-12 CHOIR Syllabus
	Unit: Individual & Ensemble Development
Essential Questions	How do individuals choose music to experience? How do we discern the musical creators' and performers' expressive intent? How does sight reading improve your ability to learn music? 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 the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Standards	MU:Cr1.1.E.1a Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1b Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr3.1.E.1a Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria , including the extent to which they address identified purposes. MU:Cr3.2.E.1a Share personally-developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. MU:Pr4.1.E.1a Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance . MU:Pr4.2.E.1a Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. MU:Pr4.3.E.1a Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr5.1.E.1a Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr6.1.E.1a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
Concepts and skills	MU:Pr6.1.E.1b Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. Composing and improve melodic & rhythmic ideas Reading full standard notation Consistently display proper singing posture without prompt Consistently singing with healthy technique Preparing a piece for a formal concert performance Utilizing conductor feedback to improve our playing as a performer Singing accurately as a large group in 4+ parts Sight reading longer and more complex passages containing both stepwise and leaping intervals Listening as a group and working to create a unified, expressive sound Developing a productive and consistent practice routine Presenting ourselves as advanced performers during a concert Developing advanced music vocabulary

	Preparing an advanced piece for a formal concert performance Preparing a HS Proficient song to present alone or in a chamber group Preparing a HS Accomplished song to present alone or in a chamber group Creating and preparing an original piece for presentation Critiquing and develop an original piece based on teacher feedback
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Content Objectives "I can Statements"	• I can compose and improve melodic & rhythmic ideas • I can read full standard notation • I can display proper singing posture • I can use appropriate music vocabulary to describe what I perform and what I hear. • I can prepare a piece for a formal concert performance • I can utilize conductor feedback to improve our singing as a performer • I can prepare a song to present alone or in a small group • I can sight sing basic melodies (year 1) and more advanced combinations (year 3+)
Assessments, products, vocabulary, practice	