ADVANCED WOMEN'S CHOIR
10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition and Consent of Instructor; Beginning Women's Choir Recommended

Course Overview:
Advanced Women's Choir expands upon fundamentals of vocal production, including an understanding of the student's own voice, basic music literacy, and choral performance. Methodology is employed through group rehearsal. Assessments used are individual voice testing, written tests, live performance participation, and post-performance evaluations.

Vocabulary:
A cappella, Accent, Accompaniment, Allegro, Alto, Andante, Arranger, Bar Line, Bass, Chest Voice, Composer, Diaphragmatic Support, Diphthongs, Dynamics, Falsetto, Forte, Fortissimo, Head Voice, Largo, Legato, Measure, Mezzo Forte, Mezzo Piano, Mezzo-Soprano, Moderato, Octavo, Passaggio, Piano, Pianissimo, Resonance, Rote, Soft Palate, Soprano, Staccato, Staff, System, Tempo, Tenor, Tenuto, Treble, Vivace.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding**: The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.IIa Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can describe characteristics of music from a variety of cultures studied in rehearsal.
- I can compose ideas for arrangements.
- I can compose sections of music.
- I can compose short compositions.
- I can compose arrangements, sections of music, and short compositions for specific purposes.
- I can compose arrangements, sections of music, and short compositions that reflect characteristics of music from a variety of cultures.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.

- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.IIa Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.

- I can describe characteristics of music from a variety of historical periods studied in rehearsal.
- I can select and draft arrangements.
- I can select and draft sections of music.
- I can select and draft short compositions.
- I can select and draft melodies, rhythmic passages, and arrangements that demonstrate understanding of characteristics of music from a variety of historical periods studied in rehearsal.

MU:Cr2.1.E.IIa Preserve draft compositions and improvisations through standard notation, audio, or video recording.

- I can preserve draft compositions and improvisations through audio recording.
- I can preserve draft compositions and improvisations through video recording.
- I can preserve draft compositions and improvisations through standard notation.

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.IIa Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes.

- I can identify purposes for arrangements, sections, short compositions, and improvisations.
- I can personally develop criteria used to evaluate arrangements, sections, short compositions, and improvisations.
- I can use established criteria to evaluate arrangements, sections, short compositions, and improvisations.
- I can use established criteria and prior evaluations to refine arrangements, sections, short compositions, and improvisations.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding**: Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.IIa Share personally-developed arrangements, sections, and short compositions -

individually or as an ensemble - that address identified purposes.

- I can identify purposes for arrangements, sections, and short compositions.
- I can personally develop arrangements, sections, and short compositions individually.
- I can share personally-developed arrangements, sections, and short compositions, created by me individually.
- I can develop arrangements, sections, and short compositions with an ensemble.
- I can share arrangements, sections, and short compositions created by my ensemble.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** 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.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.IIa Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

- Students rehearse and perform music in unison, two, and three parts.
  - I can sing a melody in unison with the choir.
  - I can sing and hold my part in a canon or partner song.
  - I can sing and hold my part in two part harmony.
  - I can sing and hold my part in three part harmony.
- Students can sightsing a 24-measure sightreading example in three parts, in the key of C, F or G, using solfege and Curwen hand signs.
  - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
  - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
  - I can sightsing a stepwise melody in unison.
  - I can sightsing a melody including steps and larger intervals in unison.
  - I can sightsing my part in a two-part choral sightsinging example.
  - I can sightsing my part in a three-part choral sightsinging example.
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
  - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.

    - I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
    - I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, style, and structure.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.IIa Document and demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.

- I can identify and describe compositional devices employed in a piece.
- I can identify and describe theoretical and structural aspects of musical works.
- I can document how compositional devices impact and inform prepared and improvised performances.
- I can demonstrate how theoretical and structural aspects impact and inform prepared and improvised performances.

- Develop personal interpretations that consider creators' intent.
- **Enduring Understanding**: Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.IIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience.

- I can describe characteristics of a given musical style, genre or context.
- I can demonstrate characteristics of a given musical style, genre or context when performing.
- I can communicate characteristics of a given musical style, genre or context to an audience when performing.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding**: 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.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.3.E.IIa Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.

- I can develop appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.
- I can evaluate the success of rehearsal strategies.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.IIa Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

- I can identify and describe the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can identify and describe the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can demonstrate mastery of the expressive qualities in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.
- I can demonstrate mastery of the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods.

MU:Pr6.1.E.IIb Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.

- I can identify and describe the intent of a piece of music.
- I can communicate the intent of a piece of music to my audience through my performance.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding**: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question**: How do individuals choose music to experience?

MU:Re7.1.E.IIa Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.

- I can select appropriate solo repertoire for myself using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.

    - I can cite characteristics in music that justify my choosing this repertoire for myself and/or my ensemble.
    - I can describe the purpose of studying/performing a piece of music.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.IIa Explain how the analysis of structures and contexts inform the response to music.
    - I can identify and describe the structure of a piece of music.
    - I can identify and describe the context of a piece of music.
    - I can explain how the structure informs the response to music.
    - I can explain how the context informs the response to music.

Anchor Standard 8: Interpret intent and meaning in artistic work.
- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question**: How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.IIa Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied research sources.
- Students identify and describe expressive elements such as dynamics, articulations, tempos, and apply them correctly when performing.
    - I can identify and describe expressive elements such as dynamics, articulations and tempos.
    - I can apply my knowledge of dynamics, articulations and tempos when performing.
- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
    - I can identify characteristics of the piece's historical period/ style/ culture.
    - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
    - I can read and interpret the meaning of the text of a piece.
    - I can relate phrases in the text to phrases in the music.
    - I can apply appropriate syllabic stress when singing.
    - I can identify word painting/symbolism in music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
    - **Enduring Understanding**: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
    - **Essential Question**: How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.IIa Evaluate works and performances based on research as well as personally- and collaboratively - developed criteria, including analysis and interpretation of the structure and context.

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
    - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
    - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
    - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
    - I can apply the criteria in my personal participation in music.
- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding**: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question**: How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.IIa Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- I can demonstrate how my interests relate to the choices I make in creating, performing and responding to music.
- I can demonstrate how my knowledge relates to the choices I make in creating, performing and responding to music.
- I can demonstrate how my skills relate to the choices I make in creating, performing and responding to music.

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.IIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can describe characteristics of music from a variety of cultures studied in rehearsal.
- I can compose ideas for arrangements.
- I can compose sections of music.
- I can compose short compositions.
- I can compose arrangements, sections of music, and short compositions for specific purposes.
- I can compose arrangements, sections of music, and short compositions that reflect characteristics of music from a variety of cultures.
- I can identify purposes for arrangements, sections, and short compositions.
- I can personally develop arrangements, sections, and short compositions individually.
- I can share personally developed arrangements, sections, and short compositions, created by me individually.
- I can develop arrangements, sections, and short compositions with an ensemble.
- I can share arrangements, sections, and short compositions created by my ensemble.
- I can identify and describe the intent of a piece of music.
- I can communicate the intent of a piece of music to my audience through my performance.
- I can create criteria to use in evaluating the quality and effectiveness of my own performances.
- I can create criteria to use in evaluating the quality and effectiveness of others' performances.
- I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
- I can apply the criteria in my personal participation in music.
- I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.