ADVANCED MIXED CHOIR
10, 11, 12

Unit of Credit: One Year (Elective)

Prerequisite: Audition and Consent of Instructor

Course Overview:
Advanced Mixed 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 concert performances, invitational/district festival participation, and post-performance evaluation.

Vocabulary:
A cappella, Accent, Accompaniment, Allegro, Alto, Andante, Arranger, Baritone, Bar Line, Baroque, Bass, Chest Voice, Classical, Composer, Contemporary/Modern, Diaphragmatic Support, Diphthongs, Dynamics, Falsetto, Forte, Fortissimo, Head Voice, Largo, Legato, Measure, Mezzo Forte, Mezzo Piano, Mezzo-Soprano, Middle Ages, Moderato, Octavo, Passaggio, Pianissimo, Piano, Renaissance, Resonance, Romantic, 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.IIIa Compose and improvise musical ideas for a variety of purposes and contexts.
    - I can compose simple melodies vocally, using instruments, body percussion, or with movement, in a given style or context.
- Students will compose and/or improvise ideas for rhythmic passages in a given style or context.
    - I can compose simple rhythmic passages vocally, using instruments, body percussion, or with movement, in a given style or context.
- Students will compose and/or improvise arrangements in a given style or context.
    - I can compose simple accompaniments vocally, using instruments, body percussion, or with movement, in a given style or context.

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.IIIa Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
    - I can select and develop composed and improvised ideas.
    - I can organize composed and improvised ideas into musical works.
    - I can create musical works for a variety of purposes and contexts.

MU:Cr2.1.E.IIIa Preserve draft musical works through standard notation, audio, or video recording.
    - I can preserve draft musical works through audio recording.
    - I can preserve draft musical works through video recording.
    - I can preserve draft musical works 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.IIIa Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
    - I can identify purposes and contexts for musical works.
    - I can describe appropriate criteria for evaluating musical works.
    - I can use appropriate criteria to evaluate musical works.
    - I can use appropriate criteria to refine musical works.

- 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.IIIa Share varied, personally-developed musical works - individually or as an ensemble - that address identified purposes and contexts.
    - I can identify purposes and contexts for musical works.
    - I can personally develop musical works individually.
    - I can share personally-developed musical works created by me individually.
    - I can develop musical works with an ensemble.
    - I can share musical works 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.IIIa Develop and apply criteria to select varied programs 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, three, and four 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.
    - I can sing and hold my part in four-part harmony.
- Students can sightsing a 32-measure sightreading example in four parts, in the key of C, F or G, using solfege and Curwen hand signs.
    - 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.
    - I can sightsing my part in a four-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.IIIa Examine, evaluate, and critique, using music-reading skills where appropriate, how the structure and context impact and inform prepared improvised performances.

- I can identify and describe the structure and context in a piece.
- I can examine how the structure and context in a piece impact and inform prepared and improvised performances.

    - I can evaluate how the structure and context in a piece impact and inform prepared and improvised performances.
    - I can critique how the structure and context in a piece 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.IIIa 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.

- I can describe characteristics of a given musical style, genre or context.
- I can apply characteristics of a given musical style, genre or context when performing.
- I can describe how applying characteristics of a given musical style, genre or context communicates to the audience.

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:Pr5.1.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

- 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.
- I can refine rehearsal strategies based on previous successes and failures.

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.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied

repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

- 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 in multiple types of ensembles.
- I can demonstrate mastery of the technical demands in music from a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

MU:Pr6.1.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them 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.
- I can respond to my audience through a prepared or improvised 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.IIIa Use research and personally-developed criteria to justify choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context.

- I can research and personally develop criteria to use in choosing music.
- 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 the music, which justify my choosing this repertoire for myself and/or my ensemble.

- 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.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions 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 demonstrate and justify how the structure informs the response to music.
- I can demonstrate and justify 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.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

- 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.
- Students relate music to other art forms from the same historical period/ style/ culture.
  - I can relate music to other arts from the same historical period/ style/ culture.

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.IIIa Develop and justify evaluations of music, programs of music, and performances

based on criteria, personal decision-making, research, and understanding of contexts..

- 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.IIIa 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. I can identify purposes and contexts for musical works.
- I can personally develop musical works individually.
- I can share personally developed musical works created by me individually.
- I can develop musical works with an ensemble.
- I can share musical works created by my ensemble.
- 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.
- I can sing and hold my part in four-part harmony.
- I can sight sing a stepwise melody in unison.
- I can sight sing a melody including steps and larger intervals in unison.

- I can sight sing my part in a two-part choral sightsinging example.
- I can sight sing my part in a three-part choral sightsinging example.
- I can sight sing my part in a four-part choral sightsinging example.
- 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.
- I can describe characteristics of a given musical style, genre or context.
- I can apply characteristics of a given musical style, genre or context when performing.
- I can describe how applying characteristics of a given musical style, genre or context communicates to the audience.
- I can research and personally develop criteria to use in choosing music.
- 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 the music, which justify my choosing this repertoire for myself and/or my ensemble.

Anchor Standard 11: 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.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- I can demonstrate an understanding of the relationship between music and the other arts, including drama, visual art, and media arts.
- I can demonstrate an understanding of the relationship between music and other disciplines, including English, math, social studies, and science.
- I can demonstrate an understanding of the relationship between music and varied contexts and situations.
- I can demonstrate an understanding of the relationship between music and daily life.