



Northern York County School District
Curriculum Overview

Course: High School Chorus	
Grade Level: 9-12	
Approval Date:	Length of Time: 180 days
Course Description: Chorus is a course where students explore music through the essential artistic processes of Creating, Performing, and Responding. These core processes reflect how musicians have connected with themselves, each other, and the world for generations. Students will create by developing musical ideas through improvisation and interpretation. They will perform by preparing and presenting vocal music in a variety of styles, with an emphasis on healthy vocal technique, musical expression, and ensemble collaboration. Students will also respond by listening to, analyzing, and reflecting on music from diverse cultures and historical contexts, as well as providing thoughtful feedback to their peers.	
Course Objectives: Students will: <ul style="list-style-type: none">• Develop proper vocal techniques, including breath support, tone production, diction, and pitch accuracy.• Demonstrate musical literacy by reading and interpreting choral notation, rhythms, and expressive markings.• Perform a diverse repertoire of choral music from various genres, time periods and cultures, both in unison and harmony.• Rehearse and perform as part of an ensemble, demonstrating focus, cooperation, and professional rehearsal etiquette.• Evaluate and reflect on individual and group performances using appropriate music vocabulary.• Respond to music through critical listening, analysis, and discussion of musical elements, style, and context.• Apply constructive feedback from the director and peers to improve individual and group performance.• Build confidence, leadership, and teamwork skills through collaboration and performance opportunities.• Explore the role of music in culture, history, society, and understand how music connects to human experience.	

Related Standards:**National Standards for Chorus Ensemble**

- 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: Pr5.3.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.
- MU: Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
- MU: Re7.2.E.1a Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.
- MU: Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.
- MU: Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music

Units:

- Music Literacy
- Vocal Technique
- Historical and Cultural Connections
- Analyzing and Responding to Music

Concepts:

- Vocal Production and Technique
- Music Literacy and Theory
- Choral Performance
- Music History and Appreciation
- Collaboration and Teamwork

Competencies:

Students will be able to:

- Demonstrate proper breath support, posture, and healthy vocal techniques while singing.
- Produce clear tone and accurate pitch using appropriate vocal registers.
- Articulate lyrics with correct diction and vowel formation.
- Read and interpret standard music notation, including notes, rhythms, and time signatures.
- Understand and apply musical elements such as dynamics, tempo, and form.
- Sing in unison and harmony with accurate intonation and rhythmic precision.
- Follow a conductor and respond to musical cues in rehearsal and performance.

	<ul style="list-style-type: none"> • Perform with musical expression, confidence, and appropriate stage presence. • Analyze and describe choral music from various cultures, styles, and time periods. • Make personal and cultural connections to the music studied and performed. • Collaborate respectfully with others in a choral setting. • Take responsibility for individual preparation and group success. • Demonstrate leadership and provide constructive support to peers. • Reflect on and evaluate their own performance and the performances of others using musical vocabulary.
Learning Activities: <ul style="list-style-type: none"> • Vocal Warm-Ups and Technique Drills Daily exercises to develop breath support, vocal range, tone quality, diction, and flexibility. • Sight-Reading Practice Activities using solfège, rhythm syllables, and pitch exercises to build music reading skills. • Rehearsing Choral Repertoire Learning and refining music selections for concerts, with focus on pitch accuracy, blend, balance, expression, and interpretation. • Sectionals and Small Group Work Breakout rehearsals by voice part or small ensemble to build confidence and independence in part-singing. • Listening Activities Guided listening to professional performances, followed by discussion and musical elements and stylistic features. • Music Theory Lessons and Games Interactive lessons on reading notation, understanding time signatures, rhythms, and harmony—often incorporated into daily rehearsal or through engaging activities. • Peer and Self-Evaluation Structured opportunities to reflect on individual and ensemble performance, using musical vocabulary and criteria. 	Performance Tasks: <ul style="list-style-type: none"> • Dress Rehearsals and Concerts • Sectional rehearsals • (optional) solo auditions • Sight-singing assessments • Conducting practice • Vocal technique demonstrations • Guest Performances • Listening Performance Analysis • Performance Reflection

<ul style="list-style-type: none"> • Concert Preparation and Dress Rehearsals Simulating performance conditions and refining musical and stage elements in preparation for public concerts. • Discussion of Music History and Cultural Context Exploring the background of composers, genres, and pieces being studied and performed. 	
<p>Other Assessment Measures:</p> <ul style="list-style-type: none"> • In-class participation • Self-evaluations • Project-based assessment 	
<p>Textbook/Primary Resource:</p> <p>Printed and electronic music that is found in the music department library, and additional printed and electronic music that will be purchased for the school year.</p>	
<p>Supplemental Resource Materials:</p> <ul style="list-style-type: none"> • Online resources • Vocal Technique & Pedagogy books • Teacher generated notes and presentations • Teacher-generated activities • Multi-media resources • YouTube videos • Warm-Up (Rounds and Canons) Resources • Musictheory.net 	