

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Sightsinging & solfegge technique

Time Allotment: 16 weeks

Unit Sequence: 1

Major Concepts to be learned:

- Singing technique
- Tone production
- Critical response
- Aesthetic Experience
- Sightreading and music reading ability

Expected Skills to be demonstrated:

- Students will develop a skill of identifying solfegge syllables.
- Students will develop the ability to sing tones while signing acapella.
- Students will develop identification techniques of reading music and identifying notes on a scale.

PA Standards/Anchors:

Eligible Content:

See attached

- Sightreading technique and Identification of solgeffe (DO, Re, MI, FA, Sol, La, Ti , DO)
- Singing Technique and Sightreading skills To improve tone and breath support
- Critical Response
- Aesthetic Experience

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Written work
Hands-on activity	Oral presentation
Evaluating	Performance

- Singing alone and with others
- Sightreading exercises
- Solo and group singing
- Singing quizzes

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Star Spangled Banner

Time Allotment: 2 weeks

Unit Sequence: 2

Major Concepts to be learned:

- Students will understand the history behind the “Star Spangled Banner”.
- Students will learn the melody and verses of the “Star Spangled Banner”
- Students will memorize the “SSB” sing it in 5 part harmony, and sing it acapella.
- Evaluate the “Star Spangled Banner” Sing alone and with others

Expected Skills to be demonstrated:

- The SSB history
- The words to the SSB
- Proper Singing Technique and Performance
- Study of the culture and environment around the inspiration for Francis Scott Key
- Technology will be used for internet search

PA Standards/Anchors:

Eligible Content:

See attached

- The SSB history
- Singing alone and with others
- Historical context
- Art Form
- Acapella Singing

Instructional Strategies:

Assessments:

Lecture
Group discussion
Performance task
Research
Performance

- Performance Sing
- Individual And group sing

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Broadway Music

Time Allotment: 8 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Style and Genre of Music
- Common Themes in Music
- Proper Singing Technique
- Elements of Music
- Historical Context
- Critical Response
- Aesthetic Experience

Expected Skills to be demonstrated:

- Singing technique
- Interpretation
- Historical Knowledge
- Mastery of Vocabulary
- Performance Experience

PA Standards/Anchors:

Eligible Content:

See attached

- Proper Singing Technique using all elements and principles of Vocal Singing
- Context of music
- Historical Relevance to the Broadway Music
- Proper interpretation of works
- Study of Musicals for each piece represented

Instructional Strategies:

Assessments:

Cooperative groups Problem solving activities
Lecture Group discussion
Performance task Written work
Hands-on activity Evaluating
Vocal techniques

- Quartet Sings
- Solo Sings
- Essay writing
- Evaluating performance of others and self
- Performance

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Christmas/Holiday performance

Time Allotment: 8 weeks

Unit Sequence: 4

Major Concepts to be learned:

- Style and Genre of Music
- Common Themes in Music
- Proper Singing Technique, Elements of Music
- Historical Context
- Critical Response
- Aesthetic Experience

Expected Skills to be demonstrated:

- Singing technique
- Interpretation
- Historical Knowledge
- Mastery of Vocabulary
- Performance Experience

PA Standards/Anchors:

Eligible Content:

See attached

- Proper Singing Technique using all elements and principles of Vocal Singing
- Historical Relevance to Christmas and Holiday Music
- Languages and Acapella Singing
- Evaluation of pieces, composers, and self performance
- Aesthetic interpretation and performance accuracy

Instructional Strategies:

Assessments:

Cooperative groups	Lecture
Group discussion	Performance task
Hands-on activity	Evaluating
Vocal Technique	

- Quartet Sings
- Solo Sings
- Acapella Performance

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Multicultural Music

Time Allotment: 8 weeks

Unit Sequence: 5

Major Concepts to be learned:

- Style and Genre of Music
- Common Themes in Music
- Proper Singing Technique
- Elements of Music
- Historical Context
- Critical Response
- Aesthetic Experience

Expected Skills to be demonstrated:

- Singing technique
- Interpretation
- Historical Knowledge
- Mastery of Vocabulary
- Performance Experience

PA Standards/Anchors:

Eligible Content:

See attached	<ul style="list-style-type: none">• Proper Singing Technique using all elements and principles of Vocal Singing• Historical Relevance to the Multicultural Music• Proper interpretation of works• Students will be required to learn a Classical piece that was performed at an Honors Chorus or College level, Language piece, Traditional Spiritual and ballad while singing with precision.
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Instructional Strategies:

Assessments:

Cooperative groups	Lecture	• Listening and evaluating recorded performances
Group discussion	Performance task	• Quartet and solo sings
Hands-on activity	Evaluating	• Language/pronunciation test
Vocal Technique	Acapella Singing Languages	• Performance

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: SpringPops Concert

Time Allotment: 8 weeks

Unit Sequence: 6

Major Concepts to be learned:

- Style and Genre of Music
- Common Themes in Music
- Proper Singing Technique
- Elements of Music
- Historical Context
- Historical Context
- Aesthetic Experience

Expected Skills to be demonstrated:

- Singing technique
- Interpretation
- Historical Knowledge
- Mastery of Vocabulary
- Performance Experience

PA Standards/Anchors:

Eligible Content:

See attached

- Proper Singing Technique using all elements and principles of Vocal Singing
- Historical Relevance to the Pop Music
- Proper interpretation of works
- Students will be required to learn 3 pieces of pops music, one guy number, one girl number and an inspirational ballad.
- Acapella Singing

Instructional Strategies:

Assessments:

Cooperative groups	Group discussion
Performance task	Hands-on activity
Evaluating	Vocal Techniques
Movement	

- Quartet and Solo Sings
- Performance

Grade level: 10th – 12th grade

Course Title: Chamber Choir

Topic/Concept: Talent Show Production

Time Allotment: 2 weeks

Unit Sequence: 7

Major Concepts to be learned:

- The Chamber Choir will be required to use all song skills and music knowledge to assist the director to pick age appropriate and style appropriate pieces for the last concert of the year.
- This requires the seniors to utilize all music skills learned and the students will also study stage technique and show performance
- At the end of this 9weeks they will be required to run a full show independently on their own with the director being the facilitator (guide on the side) while the students take charge.

Expected Skills to be demonstrated:

- Performance Experience
- Organizational skills
- Production experience

PA Standards/Anchors:

Eligible Content:

See attached

- Proper Singing Technique using all elements and principles of Vocal Singing
- Historical Relevance to the Pop Music
- Proper interpretation of works
- Students will be required to learn 3 pieces of pops music, one guy number, one girl number and an inspirational ballad.
- Acapella Singing

Instructional Strategies:

Assessments:

Cooperative groups	Problem solving activities
Lecture	Group discussion
Performance task	Research
Written work	Hands-on activity
Oral presentation	Note Taking
Graphic organizers	Charting
Outlining	

- Performance
- Written Work
- Group Project
- Individual responsibility rubric

ATTACHED:

PA Standards/Anchors:

Artistic Processes (the foundation of all standards)

1. CREATE

Students:

- Generate and conceptualize musical ideas
- Plan and refine interpretations or arrangements
- Present artistic musical work

In advanced choir, this often includes:

- Shaping phrasing and interpretation
- Stylistic decisions (rubato, diction, blend choices)
- Occasionally arranging or adapting parts

2. PERFORM

Students:

- Select, analyze, interpret, and rehearse music
- Evaluate and refine performance
- Present high-level performances

For advanced chamber choir, expectations include:

- Performing Grade 4–6+ literature
- Singing multi-voiced, often divisi or independent lines
- High-level blend, balance, tuning, and diction
- Strong ensemble independence (1-on-a-part or small sections)

Example advanced expectations include:

- Accurate performance of complex choral textures
- Stylistically appropriate interpretation across genres and historical periods
- Leadership within small ensemble settings

3. RESPOND

Students:

- Analyze and interpret music
- Evaluate performances and compositions

Advanced chamber choir students:

- Critique tone, balance, intonation, and stylistic authenticity
- Use advanced musical vocabulary
- Compare interpretations across performances

Eligible Content:

- Stage technique and show performance
- Run a full show independently
- Evaluate soloists for senior spotlights

