Grade level: 9th – 12th grade | **Course Title: Concert Choir** | **Topic/Concept: Star Spangled Banner**

Time Allotment: 2 weeks | **Unit Sequence: 1**

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" and sing in 4 part accompanied harmony
- Evaluate the SSB Sing alone and with others

Expected Skills to be demonstrated:

- Proper Singing Technique
- Singing alone and with others
- Historical context
- Art Form
- Computer skills

PA Standards/Anchors:

- CREATE (Music Generation & Interpretation)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze & Evaluate Music)
- CONNECT (Cultural & Interdisciplinary Understanding)

Eligible Content:

- 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

Instructional Strategies:

Cooperative groups
Group discussion
Written work
Performance using vocal technique
Lecture
Performance task
Evaluating

Assessments:

- Quartet and solo sing
- Evaulation of themselves and professional singers
- Essay

Grade level: 9th – 12th grade | **Course Title: Concert Choir** | **Topic/Concept: Broadway Music**

Time Allotment: 8 weeks | **Unit Sequence: 2**

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:

- CREATE (Music Generation & Interpretation)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze & Evaluate Music)
- CONNECT (Cultural & Interdisciplinary Understanding)

Eligible Content:

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

Instructional Strategies:

Cooperative groups
Lecture
Performance task
Hands-on activity
vocal technique
Problem solving activities
Group discussion
Research
Evaluating

Assessments:

- Quartet singing
- Octet singing
- Written Evaluations
- Singing Rubrics
- Performance

Grade level: 9th – 12th grade | **Course Title: Concert Choir** | **Topic/Concept: Christmas/Holiday Concert**

Time Allotment: 8 weeks | **Unit Sequence: 3**

Major Concepts to be learned:

1. Style and Genre of Music
2. Common Themes in Music
3. Proper Singing Technique
4. Elements of Music
5. Historical Context
6. Critical Response
7. Aesthetic Experience

Expected Skills to be demonstrated:

- Singing technique and theory knowledge
- Interpretation
- Historical Knowledge
- Mastery of Vocabulary
- Performance Experience

PA Standards/Anchors:

- CREATE (Music Generation & Interpretation)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze & Evaluate Music)
- CONNECT (Cultural & Interdisciplinary Understanding)

Eligible Content:

- Proper Singing Technique using all elements and principles of Vocal Singing (Breathing, phrasing, dynamics, vocabulary, function of rehearsal, safety , using technology in the music classroom, recording techniques)
- Historical Relevance to the Christmas And Holiday Music we will be studying Context of music
- Historical perspectives, vocabulary, common themes, and historical/philosophical context/differences
- Proper interpretation of works
- Singing Dancing
- Study of other arts forms during the time period of the work Watching/analyzing/evaluating performancesStudents will be required to learn a jazz piece, traditional piece and ballad and sing with precision.

Instructional Strategies:

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

Assessments:

- Music Theory worksheets
- Quizzes
- Octet and quartet singing
- Rubrics
- Performance/Evaluations

Grade level: 9th – 12th grade | **Course Title: Concert Choir** | **Topic/Concept: Multicultural Music**

Time Allotment: 8 weeks | **Unit Sequence: 4**

Major Concepts to be learned:

1. Style and Genre of Music
2. Common Themes in Music
3. Proper Singing Technique
4. Elements of Music
5. Historical Context
6. Critical Response
7. Aesthetic Experience

Expected Skills to be demonstrated:

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

PA Standards/Anchors:

- CREATE (Music Generation & Interpretation)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze & Evaluate Music)
- CONNECT (Cultural & Interdisciplinary Understanding)

Eligible Content:

- Proper Singing Technique using all elements and principles of Vocal Singing
- Historical Relevance to the Multicultural Music
- Context of music
- Historical perspectives, vocabulary, common themes, and historical/philosophical context/differences
- Proper interpretation of works
- Students will be required to learn a Classical Number, Music Themed Piece, Ballad, and Spiritual and sing with precision.

Instructional Strategies:

Cooperative groups
Group discussion
Evaluating
Lecture
Performance task
Vocal Technique

Assessments:

- Octet, Quartet and Duet Singing
- Performance
- Evaluation

Grade level: 9th – 12th grade | **Course Title: Concert Choir** | **Topic/Concept: Springs Pops Concert**

Time Allotment: 8 weeks | **Unit Sequence: 5**

Major Concepts to be learned:

1. Style and Genre of Music
2. Common Themes in Music
3. Proper Singing Technique
4. Elements of Music
5. Historical Context
6. Critical Response
7. Aesthetic Experience

Expected Skills to be demonstrated:

- Solfegge Singing
- Singing Technique
- Performance experience
- Historical understanding
- Movement and Rhythm technique

PA Standards/Anchors:

- CREATE (Music Generation & Interpretation)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze & Evaluate Music)
- CONNECT (Cultural & Interdisciplinary Understanding)

Eligible Content:

- 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:

Cooperative groups
Group discussion
Hands-on activity
Vocal, movement, rhythm exercises
Lecture
Performance task
Evaluating

Assessments:

- Quartet, duet and solos singing
- Solfegge
- Evaluations
- Performance
- Production skills

PA Standards/Anchors:	Eligible Content:
1. CREATE (Music Generation & Interpretation) • Improvise simple rhythmic or melodic ideas • Arrange or adapt musical ideas under teacher guidance • Make interpretive decisions about phrasing, dynamics, and expression • Shaping phrasing and dynamics in rehearsal • Making stylistic choices (legato, articulation, tone color) • Adjusting blend and balance within sections 2. PERFORM (Rehearse, Refine, Present) • Sing with accurate pitch, rhythm, and expression • Rehearse effectively using feedback • Demonstrate proper vocal technique • Perform music of varying styles and difficulty 3. RESPOND (Analyze & Evaluate Music) • Analyze musical works using basic to intermediate terminology • Evaluate personal and ensemble performance • Identify strengths and areas for improvement • Reflect on rehearsal progress • Identify issues in tuning, rhythm, or balance • Compare stylistic differences in choral works • Use vocabulary such as: *blend, intonation, phrasing, texture* 4. CONNECT (Cultural & Interdisciplinary Understanding) • Relate music to historical and cultural contexts • Connect music to other academic subjects and life experiences • Study Latin, German, or English choral traditions • Explore historical periods (Renaissance, Classical, Contemporary) • Understand how text meaning influences musical interpretation • Connect choral singing to communication, language, and teamwork Expectations for Grades 9–12 Concert Choir: • Perform Grade 3–4 choral literature • Maintain part independence in SATB or SSA/TTBB textures • Demonstrate developing sight-reading skills • Use correct diction, tone production, and ensemble blend • Follow conductor cues with increasing independence	• 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