

GLENDALE UNIFIED SCHOOL DISTRICT

Senior High School

December 17, 2002

Department: Visual and Performing Arts

Course Title: Choir, A Cappella

Course Numbers:

Grade Levels: 10 - 12 (9 if recommended)

Semester Hours: 10

Prerequisite: Previous enrollment in a choral class and/or permission of instructor.

Recommended: Baritone/Tenor or Alto/Soprano Glee

Course Description: This choral course is designed for the intermediate choral student who wants a broader vocal music experience. Concepts and skills are developed in the areas of singing techniques and music reading skills in a large choral ensemble setting. Performance participation and extra rehearsals are requirements of this class. This course fulfills the high school graduation and the Career Preparation requirement, as well as University of California and California State University entrance requirements.

I. Standards

A. Standard 1 - Artistic Perception: Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

The students will:

1. Read a vocal score of up to four staves and explain how the elements of music are used.
2. Sight-read music accurately and expressively.
3. Analyze and describe the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
4. Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

5. Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

- B. Standard 2 - Creative Expression: Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

The students will:

1. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation—written and memorized, by oneself and in an ensemble.
2. Sing music written in three or four parts with and without accompaniment.
3. Sing in small ensembles, with one performer for each part.
4. Compose and arrange vocal music, using musical elements for expressive effect.
5. Improvise harmonizing parts, using an appropriate style.
6. Improvise original melodies over given chord progressions.

- C. Standard 3 - Historical and Cultural Context: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

The students will:

1. Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
2. Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.
3. Describe the differences between styles in traditional folk genres within the United States.
4. Perform music from various cultures and time periods.

5. Classify, by genre, style, and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

- D. Standard 4 - Aesthetic Valuing: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human response.

The students will:

1. Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply those criteria in personal participation in music.
2. Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.
3. Explain how people in a particular culture use and respond to specific musical works from that culture.
4. Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

- E. Standard 5 - Connections, Relationships, and Applications: Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

The students will:

1. Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
2. Analyze the role and function of music in radio, television, and advertising.
3. Research musical careers in radio, television, and advertising.

II. Sample Assessments

- A. Ongoing assessment of student performance and participation
- B. Written quizzes and tests on music fundamentals, styles, and literature
- C. Individual and small group singing tests

- D. Student reflections and self-evaluations
- E. Research and written reports

III. Topics of Study/Suggested Time Distribution

- A. Listening to and analyzing music critically, using the vocabulary and language of music. (10%)
 - 1. Develop a technical vocabulary of music.
 - 2. Discuss the various elements of music and how they are used.
 - 3. Compare and contrast musical examples, both “live” and recorded.
- B. Reading and notating music. (15%)
 - 1. Learn to sight-read with accuracy.
 - 2. Learn basic music notation.
- C. Sing a varied repertoire of music. (30%)
 - 1. Sing with expression and accuracy from memory.
 - 2. Sing a varied repertoire of music in both large and small ensembles.
- D. Improvise melodies, variations, and accompaniments. (5%)
 - 1. Improvise stylistically appropriate harmonisations to a given melody.
 - 2. Improvise stylistically appropriate variations to a given melody.
- E. Composing and arranging music . (5%)
 - 1. Compose and arrange music for voices demonstrating a knowledge of range and style.
- F. Performing music from all parts of the world. (10%)
 - 1. Analyze examples of music from diverse genres and cultures.
 - 2. Identify and discuss cultural differences in various musical styles.
- G. Understand the relationship of music to history and culture. (10%)
 - 1. Perform a varied repertoire of music from diverse cultures and style periods.

- H. Be able to critically assess musical experiences and performances. (10%)
 - 1. Develop specific criteria for evaluating musical performances and compositions.

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- 2. Evaluate performances and compositions based on established criteria.
- I. Connecting and applying music to other art forms, subjects, and careers. (5%)
 - 1. Discuss how the elements of vocal music are similar and distinct to other art forms (other performing arts, as well as visual arts).
 - 2. Discuss the relationships between music and other subjects (math, history, language, science, etc.).
 - 3. Look at the role of music in radio, television, and advertising.
 - 4. Research and discuss careers in music.
- IV. Instructional Strategies and Methods
 - A. Performance-based learning: preparing for performances
 - B. Small group and individual work
 - C. Lecture and demonstration
 - D. Listening to and watching live and recorded performances
- V. Texts and Supplemental Instructional Materials
 - A. Adopted texts – none
 - B. Printed music from choral library
 - C. CD, DVD, and video recordings
 - D. Teacher-created handouts and materials
- VI. Supplies and Equipment
 - A. Piano

- B. Audio and video recording equipment
- C. Audio and video playback equipment