

Glendale Unified School District

Senior High School

September 15, 1998

Department: Visual and Performing Arts

Course Title: Concert Glee Club

Grade Level: 10, 11, 12 (9 if recommended by instructor)

Semester Hours: 10

Prerequisite: This course is designed to give the advanced singer the opportunity to further develop the singing voice, music reading skills, and to provide additional opportunities for individual and group performances. Performance participation is a requirement of the class.

I. Goals

A. Artistic Perception

1. Students identify simple forms and elements of music, when presented aurally.
2. Students demonstrate perceptual skills by answering questions and describing aural examples of music.
3. Students analyze the uses of elements of music in given aural examples.
4. Students analyze aural examples of a varied repertoire of vocal music through dialog about the uses of elements of music.
5. Students identify symbols and traditional terms of dynamics, tempo, and articulation and interpret them correctly when performing.

B. Creative Expression

1. Alone or in small and large groups, students sing on pitch and in rhythm, with appropriate timbre, diction, and posture, and maintain a steady tempo.
2. Students sing with expression and technical accuracy, a varied repertoire of vocal literature, including songs performed by memory.
3. Students sing music written in two or three parts.

4. Students improvise stylistically appropriate harmonizing parts to given rhythmic and melodic phrases.
5. Students improvise rhythmic and melodic variations on given melodies.

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6. Students compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect.

C. Historical and Cultural Context

1. Students analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, and describe the uses of the elements of music, including expressive devices.
2. Students identify cultural differences in describing and evaluating traditional music.
3. Students sing with expression and technical accuracy a varied repertoire of vocal literature from diverse cultures.

D. Aesthetic Valuing

1. Students evaluate a performance, composition or arrangement by comparing it to exemplary models, using criteria developed prior to the experience.
2. Students evolve specific criteria for making informed, critical judgments about the quality and effectiveness of performances, compositions, arrangements, and improvisations.

II. Outline of Content

The student will:

- A. Learn basic vocal skills and techniques necessary to produce a free unrestricted tone with proper breathing, posture, pronunciation, and phrasing.
- B. Learn to sing with accurate pitch and rhythm.
- C. Develop an understanding of choral interpretive devices such as dynamics, balance, blend, and style.

- D. Learn to identify and interpret basic music symbols as they appear on the printed page.
- E. Learn how music developed historically and become aware of cultural influences in music and how music influences cultures.
- F. Recognize aesthetic aspects of choral music through listening, comparing, and valuing.
- G. Prepare and perform choral music written and/or arranged for a range of voices according to the level of the class.

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III. Accountability Determinants

- A. Teacher observation of day-to-day classroom participation, effort, behavior, and achievement.
- B. Teacher-made written tests on music fundamentals, voice, and choral techniques, and on literature studied.
- C. Individual of small group singing tests.
- D. Memorization tests on music and texts.
- E. Successful participation in required performances.

IV. Suggested Time Distribution

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| A. | Warm-up and vocal production | 20% |
| B. | Music fundamentals | 1= % |
| C. | Preparation and performance of choral literature | 50% |
| D. | Listening | 5% |
| E. | Study of styles, cultural influences, and composers | 5% |
| F. | Evaluation of performances of groups | 5% |