

GLENDALE UNIFIED SCHOOL DISTRICT

Middle School

February 18, 2003

Department: Visual and Performing Arts

Course Title: Choir, Cambiata, Treble, and New Baritone (CTB)

Course Number:

Grade Level: 6 - 8

Semester Hours: 10

Prerequisite: The instructor uses his or her discretion in determining which students participate. Students must demonstrate a strong desire to learn to sing, self-discipline, the ability to sing in tune, and cooperative skills. Experience in choral singing is desirable but not necessarily mandatory.

Course Description: This is a one-year and on-going vocal class for students whose voices fall within the "Cambiata," "Treble," and "New Baritone" ranges; who wish to develop or further their basic vocal skills and extend their musical knowledge and musicianship skills. The course develops and extends the Visual and Performing Arts Standards, student knowledge and musicianship skills introduced to students in their elementary school music curriculum.

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, write, and perform major, minor, augmented and diminished intervals, chords, and progressions.
2. Read, write and perform rhythmic and melodic notation in duple, triple, compound, and mixed meters.
3. Transcribe aural examples into rhythmic and melodic notation.
4. Sight-read melodies and rhythms accurately and expressively.

5. Analyze and compare the use of musical elements that represent different genres, styles, and cultures.
6. Describe music form.

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7. Explain how musical elements create specific music events in a given piece of music.

- B. Standard 2 - Creative Expression: Students apply vocal skills and musical principals in performing a varied repertoire of music.

The students will:

1. Express themselves and communicate meaning by singing a repertoire of vocal literature representing various genres, styles, and cultures with technical accuracy, tone quality that is healthy, unforced, and in tune, using correct vowel shape and articulation, with artistic expression - written and memorized, by oneself and in ensembles.
2. Sing music written in one- two-, or three-parts.
3. Improvise melodic and rhythmic embellishments and variations in major keys.
4. Improvise short melodies to be performed with and without accompaniment.

- 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. Compare, contrast and describe the functions music serves and the place of musicians in society in various cultures.
2. Identify and explain the influences of various cultures on music in early United States history.
3. Make connections between social change and artistic expression and explain how music reflects social functions and changing ideas and values.

4. Perform music from diverse genres, time periods, and cultures.
 5. Classify exemplary musical works by style, genre, and historical period and explain why each work is considered exemplary.
- 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 responses.

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The students will:

1. Use detailed criteria for evaluating the quality and effectiveness of musical performances and compositions and apply the criteria to personal listening and performing.
 2. Apply detailed genre and style-specific criteria to evaluate the quality and effectiveness of performances, compositions, arrangements, and improvisations by oneself and others.
- E. Standard 5 - Connections, Relationships, 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. Describe how the study of music connects to learning in other subject areas. Apply concepts from physiology, anatomy, adolescent development, health, science, math, literature, writing skills, language acquisition, history/social studies, and to the study and practice of singing and music.
2. Identify similarities and differences in the meanings of common terms used in various arts and other subject areas.
3. Compare in two or more arts forms how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works or art.

4. Identify various careers for musicians and examine the training, education, and experience needed to pursue music career options.

II. Sample Assessments

- A. Performances – formal and informal
- B. Ongoing assessment of student performance and participation
- C. Testing – quarter quizzes, midterm, final exam
- D. Reflections, self evaluations

III. Topics of Study/Suggested Time Distribution

- A. Critical listening and analysis using the vocabulary and language of music. 10%

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1. Specific music events are identified and described using appropriate terminology.
2. Melody, harmony, rhythm, texture, form, dynamics, and timbre are identified and defined and its uses are analyzed.

- B. Music reading and notation 20%

1. Simple melodies in treble and bass clefs
2. Standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
3. Following a score

- C. A wide variety of song repertoire 25%

1. Alone or in small and large ensembles
2. Technical, musical, and stylistic accuracy
3. Breath control and consistency throughout range
4. On pitch, in rhythm, appropriate timbre, diction and posture, steady tempo

5. Two- and three-part singing
- D. Melodic variation and improvisation 5%
 1. Simple harmonies
 2. Melodic embellishments
 3. Simple rhythmic and melodic variations to given rhythmic and melodic phrases
- E. Understand and perform music from diverse cultures, and historical periods. 10%
 1. How the elements of music are used in diverse genres and cultures
 2. How musical forms are used in various social functions
- F. The relationship of music to history and culture. 10%
 1. Perform music from diverse genres and cultures with expression appropriate to the work
 2. Perform music from diverse cultures demonstrating uses and variations of musical elements.
- G. Critical judgments and determining the aesthetic value of musical experiences and performances. 10%
 1. Develop aesthetic criteria to evaluate the quality and effectiveness of music performances and compositions.
 2. Apply criteria to their personal choices in listening and performing.
 3. Apply criteria in a style-specific manner to their own work and the work of others.
 4. Apply criteria to offer constructive suggestions to others for improvement.
- H. Connections, Relationships, Applications 10%

1. The connection of music to other subject areas such as physiology, anatomy, adolescent development, health, science, math, literature, writing skills, language acquisition, history/social studies.
2. Lifelong learning: competency and creative skills in problem solving, communication, and management of time and resources.
3. Similarities and differences in the meanings of common terms used in various arts and other subject areas.
3. Careers for musicians. Training, education, and experience needed to pursue music career options.

IV. Instructional Strategies or Methods

- A. Group and individual work on singing technique
- B. Rehearsal on repertoire, technique, preparation for performance
- C. Performance - formal and informal, classroom and stage
- D. Teacher and student demonstration and performance of exercises and songs. Modeling good intonation, free, unrestricted tone, proper placement and breath support, and artistic intention.
- E. Aural/oral and sight-singing drill in sequential melodic and rhythmic patterns
- F. Worksheets, musical games
- G. Solfeggio
- H. Videos, audio recordings, handouts, live performances, musical guests
- I. Lectures
- J. Readings
- K. Choral festivals/competitions

V. Texts and Supplemental Instructional Materials

- A. Adopted text - None
- B. Carefully selected song repertoire in keeping with class goals and standards

C. Instructional aids addressing the following topics:

1. Solfeggio
2. Other rhythmic and melodic sight-singing aids
3. Music theory and fundamentals
4. Vocal anatomy and physiology
5. Vocal health
6. Music history
7. Cultural, social, and geographical considerations
8. Stylistic considerations
9. Purpose of music
10. Outstanding singing artists and choruses
11. Assessment of individual and class progress
12. Importance of singing in culture, society, and education

D. Supplies and equipment

1. A high quality sound system, with audio tape playback and recording capabilities and CD player
2. Choral risers and acoustic shells to accommodate choirs for performance
3. Grand piano of excellent quality, well-maintained and tuned for performances
4. Classroom piano of excellent quality, well-maintained and tuned for daily classroom use
5. Music scores for each student
6. Adequate auditorium/performance facilities and sound system equipment

7. Posture chairs
8. A competent accompanist - at least part time, to play for rehearsals and performances
9. Music portfolios or folders for each student
10. Music library filing/storage system
11. Choral uniform
12. Percussion instruments
13. Video camera with good sound quality
14. Classroom television and VCR
15. CDs, audio, and video tapes of performances
16. Visual aids, maps