

Orange Unified School District  
**CONCERT CHOIR**  
Year Course

**GRADE LEVEL:** 9-12

**PREREQUISITES:** Grade C or better in previous course and/or teacher recommendation or audition.

**INTRODUCTION TO SUBJECT:**

Concert Choir is a year-long course designed for male and female singers who have completed Bass/Treble Clef Chorus and/or Advanced Treble Ensemble and are advanced and experienced and capable of performing various music styles in a mixed choir. This choir is to be the most advanced large mixed choir at the school site. Choreography may be included as part of the experience of this course. Students will explore and perform songs using a variety of styles and many historical periods. Students will continue to build their knowledge of the vocabulary of vocal music, singing techniques, and music theory and apply them to performance. Students will learn how technology has affected music throughout the years and how they can utilize that technology to create their own music. At this level an in-depth study of the types of careers that are available to them through music will take place. Students will continue to develop a portfolio for vocal music which will contain information on their personal progress in music theory, history, and literature. Students will continue to expand their music resume.

**COURSE CONTEXT**

Concert Choir is an advanced level course that follows enrollment of an entry and/or intermediate level course (Treble Clef Chorus, Bass Clef Chorus, Mixed Choir, Advanced Treble Ensemble).

**HISTORY OF COURSE DEVELOPMENT**

Curriculum was developed by a committee of vocal music instructors representing the district high schools. UC personnel were consulted about the format and requirements for the “F” (Visual and Performing Arts) requirement approval. This course has been developed for all OUSD high schools.

**COURSE GOALS AND/OR STUDENT OUTCOMES**

Students will gain experience by:

Continuing exploration of the vocal instrument and how it functions, with emphasis on breath control, pitch development and articulation.

Learning and memorizing a wide selection of repertoire in unison and parts, including works in many languages, styles, and historical periods.

Researching and writing about the historical and cultural contributions that musicians have made in context to the current literature for their ensemble.

Demonstrating the use of solfege in sight-singing songs in unison or two-parts. Students will develop an appreciation of music through knowledge of basic elements, music theory, and history.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experiences with music and knowledge of proper style and content of performance.

Performing in concerts and festivals that are scheduled for their ensemble and applying what they have learned about making music.

Developing a portfolio of vocal music.

## **COURSE OBJECTIVES:**

### **BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:**

Meet the following Music Standards, Grades 9-12 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve:

#### ARTISTIC PERCEPTION

*Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standard 1.0, Grades 9-12 Proficient). Students read, notate, listen to, analyze, and describe music and other aural information, using terminology of music.*

Students will read a vocal score of up to four staves and explain how the elements of music are used at an intermediate/advanced level.

Students will sight-read music accurately and expressively using solfege, or other approved sight-reading techniques at an intermediate/advanced level.

Students will transcribe basic intermediate/advanced rhythmic and melodic dictation.

Students will analyze and describe, using the language of music, musical elements and expressive devices used in a varied repertoire of music.

Students will identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.

Students will analyze musical scores from their varied repertoire for the use of form as it relates to genres, styles, and cultures.

### CREATIVE PERCEPTION

*Creating, performing, and participation in music.* (Standard 2.0, Grades 9-12 Proficient).

*Students apply vocal music 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.*

Students will sing an advanced repertoire of vocal literature from various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation in both large and small ensemble.

Students will sing music written in unison through four-parts without an accompaniment.

Students will sing in small ensembles with one or two singers on a part.

Students will improvise harmonic line over a given chord progression.

### HISTORICAL AND CULTURAL CONTEXT

*Understanding the historical contributions and cultural dimensions of music* (Standard 3.0, Grades 9-12 Proficient). *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.*

Students will select, using their current repertoire, an era to describe the many functions that musicians played in that time. They will explain the types of activities and achievements that might have occurred.

Students will perform music from various cultures and time periods.

### AESTHETIC VALUING

*Responding, analyzing, and making judgments about works of music.* (Standard 4.0, Grades 9-12 Proficient). *Students critically assess and derive meaning from the works of music and the performance of musicians in a cultural context according to the elements of music and aesthetic qualities.*

Students will develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations.

Students will, using the evaluation criteria, evaluate their own performance and the performance of others' ensembles, both professional and amateur.

Students will describe the meanings of the musical works which they perform and how people from the culture respond to that specific work.

Students will describe the means used to create images and evoke feelings and emotions from the cultures represented in their repertoire.

### CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

*Connecting and applying what is learned in music to learning in other art forms, subject areas, and to careers (Standards 5.0, Grades 9-12 Proficient). Students apply what they have learned 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 learn about careers in and related to music.*

Students will demonstrate an understanding of the different roles that musicians have in our culture, (i.e., soloist, band member, teacher, religious leader, arranger, composer, etc.)

Students will apply some aspect of their repertoire to any other class that is in their current schedule, (i.e., text of song for English, historical relationship for social studies).

Students will compile and present information on a career in the music field.

Students will develop and maintain a vocal music portfolio.

### **COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:**

<u>UNIT</u>	<u>WEEKS</u>
I. Basics of Vocalizing, Basic Music Theory, and Portfolio Development	Weeks 1-4
A. The basics of sound production	
1. Breathing: Concepts and exercises	
2. Posture	
3. Phonation	
B. Development of vocal music portfolio	Week 5
1. Computer tutorials	Ongoing
2. How to write a resume	
3. Creation of portfolio, upkeep, and presentation	

	<u>WEEKS</u>
C. Musical Elements	Week 1
1. Pitch	Ongoing
2. Rhythm	
3. Harmony	
4. Form	
5. Texture	
6. Tempo and dynamics	
7. Timbre	
D. Music notation	Week 1
1. Reading and writing	Ongoing
a. Transpositions	
b. Multi-part	
E. Vocabulary	Week 1
1. Common	Ongoing
2. Uncommon	
F. Creating	Week 19
1. Composition	
2. Improvisation	
G. Listening	Week 1
1. Compare/Contrast	Ongoing
2. Analyzing	
II. Historical and Multi-Cultural: Social and Historical Influences of Selected Music	Week 24
A. Multi-cultural music contributions	
1. Analyzing distinctive cultural musical idioms	Ongoing
B. Personal heritage	
1. Comparing individual heritages in music	
III. Performance	
A. Selection of music	Week 1
B. Rehearsal techniques	
1. Set-up	
2. Warm-up	
3. Interpret and perform	
4. Closure and cleanup	
C. Evaluation of performance	Week 5
1. Analyze and rationalize group performance	Ongoing
2. Self-analysis of performances	

### **TEXTS AND SUPPLEMENTAL MATERIALS**

Textbooks are adopted on a seven-year cycle that is scheduled for all subjects, including music. All textbooks are reviewed by all vocal music teachers in the district. Each instructor may then purchase octavo music to supplement the adopted text. The current textbooks adopted by our district are *Something to Sing About*, Volume 1 and *Successful Sight Singing*. Graded choral music based on the level of ability of the singers is purchased by each instructor for source material. Students are encouraged to use the Internet for research and reading on assigned and enrichment projects and research.

### **INSTRUCTIONAL METHODS AND STRATEGIES**

Instructional methods include lecture, demonstration, discussion reading, and writing. Small and large group work, student presentation, observation, field study guest artists/presenter, films, video, Internet, and other technology such as use of digital recording and computer editing of sound tracks.

### **ASSESSMENT METHODS AND/OR TOOLS**

Assessment methods include ongoing evaluation of his/her own progress on repertoire based on rubrics. Students learn to assess, analyze and evaluate his/her own performances and the performances of their peers and major artists and ensembles using the vocabulary of music. Homework includes the continuing development of their personal portfolio, reading and researching as necessary. Final assessments are student performance along with written exams and units.

### **ASSESSMENT CRITERIA**

Rubric criteria is established by the instructor with student input. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades Nine-Twelve Proficient. Student portfolios for assessment are used to measure student growth and learning over time (one/two semesters and over several years).

**DATE OF LAST CONTENT REVISION:**            December 1982

**DATE OF CURRENT CONTENT REVISION:** September 2004

**DATE OF BOARD APPROVAL:**                October 28, 2004

