

Orange Unified School District
ADVANCED TREBLE ENSEMBLE
Year Course

GRADE LEVEL: 9-12

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

INTRODUCTION TO SUBJECT:

Advanced Treble Ensemble is a year-long course designed for female students that are intermediate to advanced and experienced singers capable of performing various musical styles in multiple parts. This should be taken after Treble Chorus or Mixed Chorus and before Concert Choir or Chamber Singers. Students will continue to build their knowledge of vocal music, singing techniques, and music theory and apply them to performance. Choreography may be included as part of the experience of this course. Students will study how technology has affected music throughout the years and how they can utilize that technology to create their own music. More in-depth study of careers are available to them through music. 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 provide a music resume, which will be added to the portfolio.

COURSE CONTEXT

Advanced Treble Ensemble is an advanced course that follows enrollment of an entry level course (Treble Clef Chorus, Mixed Choir).

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 the 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, two parts or three 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.

Continue vocal music portfolio development.

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 Schools, Kindergarten Through Grade Twelve:

ARTISTIC PERCEPTION

Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standards 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.

Students will sight-read music accurately and expressively using solfege, or other approved sight-reading techniques.

Students will transcribe basic intermediate rhythmic and melodic dictation.

Students will analyze and describe using the vocabulary of music the 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 participating 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 genre, 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 with and without 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, using their current repertoire, identify a music genre of the United States, trace its evolution, and cite well-known musicians associated with it.

Students will, using their current repertoire, identify a music genre of another country, trace its evolution, and cite well-known musicians associated with it.

Students will select, using 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 to, analyzing, and making judgments about works in 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 and subject areas and to careers (Standard 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 new career in the music field.

Students will continue to 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	
A. The basics of sound production	Weeks 1-4
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. Up keep of portfolio and presentation	
C. Musical elements	Week 1
1. Pitch	Ongoing
2. Rhythm	
3. Harmony	

		<u>WEEKS</u>
	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 17
	1. Composition	
	2. Improvisation	
G.	Listening	Week 1
	1. Compare/contrast	Ongoing
	2. Analyze	
II.	Historical and Multi-Cultural: Social and Historical Influences of Selected Music	
A.	Multi-cultural music contributions	Week 23
	1. Analyzing distinctive cultural musical idioms	
B.	Personal heritage	
	1. Comparing individual heritages in music	
III.	Performance	
A.	Selection of music	Week 1
B.	Rehearsal techniques	Ongoing
C.	1. Set-up	
	2. Warm-up	
	3. Interpret and perform	
	4. Closure and clean-up	
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 materials 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 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 artist/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 performances along with written exams and unit tests.

ASSESSMENT CRITERIA

Rubric criteria are established by the instructor with student input. Standards for academic performance are based on the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten Through Grade Twelve, Grades 9-12 Proficient. Student portfolios for assessment are used to measure student growth and learning over time (one/two semesters and from year to year).

DATE OF LAST CONTENT REVISION: December 1982

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