

**Effective Date:**  
**2011-2012**

## **Hamburg Area School District**

**Name of Course:** High School Choral Arts (Concert Choir, Chamber Singers, Women's Ensemble)  
**Grade Level:** 9-12 High School  
**Department:** Music

**Instructional Time:** 90 days  
**Length of Course:** 90 days  
**Period Per Cycle:** 3 days  
**Length of Period:** 43 minutes

**Texts and Resources:**  
Various Octavos  
One Minute Theory/ Slabbinck Book I & II  
Thirty days to Music Theory  
Voice for Life a Singer's Workbook  
Youtube.com Performances  
Various Music Recordings

**Assessments:**  
Rehearsals  
Concerts/Performances

Singing Tests  
Concert Attendance  
Practice Sheets  
Listening Sheets  
Theory Books  
Contribution Points

**Hamburg Area School District  
Course Plan  
(Music)**

**Course Name: High School Choral Arts (Concert Choir, Chamber Singers, Women's Ensemble)**

**Unit: Choral Techniques, Warm-ups, Theory Lessons, Music (sacred, secular, multi-cultural),  
School, Community and County Performances**

**Time Line: Full Year**

Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p><b>Choral Techniques, Warm-ups, Music (sacred, secular, multi-cultural)-School, Community and County Performances</b></p>	<p>Sing vocal literature of an appropriate and increasingly difficult level, with expression and technical accuracy.</p> <p>Sing moderately difficult vocal literature which requires well-developed technical skills, attention to phrasing and interpretation and the ability to perform various meters and rhythms in a variety of keys.</p> <p>Sing vocal literature representing diverse genres, styles, and cultures.</p> <p>Show respect for the singing efforts of others.</p>	<p>Grade 9-12</p> <p>1. Singing, alone and with other, a varied repertoire of music.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p><b>Music (sacred, secular, multi-cultural)-School, Community and County Performances</b></p>	<p>Select and use appropriate instrumental accompaniments in a variety of historical and cultural styles.</p> <p>Show respect for the instrumental playing efforts of others.</p>	<p>Grade 9-12</p> <p>2. The learner will play on instruments, alone and with others, a varied repertoire of music.</p>

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Essential Content/ Essential Questions	Performance Objectives	Standards/Anchors
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p><b>Choral Techniques, Warm-ups, Music (sacred, secular, multi-cultural)-School, Community and County Performances</b></p>	<p>Improvise melodies with rhythmic and melodic variations.</p> <p>Improvise accompaniments in a variety of styles.</p> <p>Show respect for the improvisational efforts of others.</p>	<p>Grade 9-12</p> <p>3. The learner will improvise melodies, variations, and accompaniments.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p><b>Warm-ups, Theory Lessons</b></p>	<p>Synthesize the study and characteristics of several styles/genres of music to create a original compositions.</p> <p>Use a variety of sound, notational and technological sources to compose and arrange music.</p> <p>Show respect for the composing and arranging efforts of others.</p>	<p>Grade 9-12</p> <p>4. The learner will compose and arrange music within specified guidelines.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p><b>Theory Lessons</b></p>	<p>Read whole, half, quarter, eight, sixteenth, and dotted note and rest durations in all time signatures.</p> <p>Sightread melodies.</p> <p>Notate melodies.</p> <p>Use standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression to record own musical ideas and musical ideas of others.</p>	<p>Grade 9-12</p> <p>5. The learner will read and notate music.</p>

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How does one perform an appropriate part in an ensemble with well developed ensemble skills?  <b>Warm-ups</b>	Identify basic musical forms.  Demonstrate a basic knowledge of the technical vocabulary of music.  Recognize and identify a variety of compositional techniques.  Identify various types of accompaniments.  Demonstrate auditory perceptual skills by conducting, moving, answering questions about, and describing aural examples of music  Show respect while listening to and analyzing music.	Grade 9-12 6. The learner will listen to analyze, and describe music.
How does one perform an appropriate part in an ensemble with well developed ensemble skills?  <b>Music (sacred, secular, multi-cultural)- School, Community and County Performances</b>	Apply specific criteria for making informed, critical evaluations of music.  Evaluate musical works by comparing them to similar or exemplary models.  Evaluate musical ideas and information to make informed decisions as a consumer of music.  Apply rules of standard English in written evaluations of music.  Describe the aesthetic nature of music and how perceptions of interacting musical elements affect one's feelingful responses to music.  Show respect for the musical efforts and opinions of others.	Grade 9-12 7. The learner will evaluate music and music performances.

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<p>How does one perform appropriate musical expression?</p> <p><b>Music (sacred, secular, multi-cultural)- School, Community and County Performances</b></p>	<p>Identify the use of characteristic elements, artistic, processes, and organizational principles among the arts areas (dance, music, theatre arts, and visual arts) in different historical periods and cultures.</p> <p>Identify and explain ways in which the concepts and skills of other content areas outside of the arts are related to those of music.</p> <p>Use knowledge of mathematical relationships to create original compositions.</p> <p>Identify the roles of creators, performers, and other involved in the production and presentation of the arts.</p> <p>Demonstrate the character traits of responsibility, self-discipline and perseverance while informally or formally participating in music.</p>	<p>Grade 9-12</p> <p>8. The learner will understand relationships between music, the other arts, and content areas outside the arts.</p>
<p>How does one perform an appropriate part in an ensemble with well developed ensemble skills?</p> <p>How does one perform appropriate musical expression?</p> <p><b>Theory Lessons, Music (sacred, secular, multi-cultural)</b></p>	<p>Classify unfamiliar and familiar representative examples of music using distinguishing characteristics to identify genre, style, culture and/or historical periods; justify the reasons for the classifications.</p> <p>Recognize and identify ways that music reflects history.</p> <p>Examine patterns, relationships, and trends in music of various cultures and historical periods to draw inferences and make predictions about past, present, and future social outcomes.</p> <p>Show respect for music from various cultures and time periods.</p>	<p>9-12 Grade</p> <p>9. The learner will understand music in relation to history and culture.</p>