

Geneva CUSD 304
Content-Area Curriculum Frameworks
Grades 6-12
Choral Music

<p>Mission Statement</p>	<p>It is our belief that the human spirit is elevated to a broader understanding of itself through the study and performance of Choral Music. A Choral Music Education should provide academic and aesthetic challenges for students within the framework of efficient choral rehearsals, foster healthy and age-appropriate vocal production, and promote stylistically correct performances.</p> <p>Choral Music Education should:</p> <ol style="list-style-type: none"> 1. encourage active listening 2. incorporate the singing of a variety of literature, both as a soloist and an ensemble member 3. provide students the ongoing opportunity to grow as musicians through the study and implementation of the elements of choral music which include: notation, pitch, rhythm, intonation, dynamics, phrasing, diction, healthy tone production, and proper breath support 4. promote vocal health and beautiful tone quality through the application and understanding of appropriate singing technique 5. provide the opportunity to prepare and perform literature from a variety of musical style periods 6. allow students the opportunity to sing music in various languages 7. develop increasing musical proficiency through the continuing practice of sight reading, scales, chords, and tonal memory exercises 8. develop and reinforce the ability to maintain the integrity of separate voice parts in an ensemble setting 9. develop student ability to respond effectively as individuals of a musical community
<p>Course Sequence (Grades 6-12)</p>	<p>MIDDLE SCHOOL General Music 6th Grade Choir 7th Grade Choir 8th Grade Choir HIGH SCHOOL Concert Choir (2 separate ensembles) Treble Choir Varsity Choir Viking Ensemble Jazz Choir</p>

Course Framework

Course Title	Concert Choir
Grade Level	(9-12)
Semesters (1-2-3-4)	(2 semesters)
Prerequisite	None
Course Description	<p>Concert choir is a singing organization for students with little or no experience in a musical performing group at the high school level. It is also designed for students who wish to be in Treble or Varsity Choir but need more vocal and music reading development. The fundamentals of sight-reading, vocal production, and performance practice are stressed. This ensemble is open to any student and does not require a private audition. This course is not available to a student who is enrolled in another choir without the consent of the instructor.</p>
District-approved Materials and/or Resources	<p>Various choral octavos chosen on a yearly basis that will challenge the members of this elective ensemble</p> <p>Teacher-designed materials used to reinforce the elements of choral music and singing</p> <p>Lives of the Musicians...Good Times, Bad Times (And What the Neighbors Thought) 1993: Harcourt Brace Jovanovich, Publishers</p>

Unit Frameworks

Unit of Study: major topics	Ear Training Holiday Program Touring Program (every other year) Spring Program	Resources that will support instruction Choral Octavos Teacher supplements
Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit	Singing a varied repertoire of music Understanding choral music in relation to history and culture Understanding relationships among music, the other arts, and disciplines outside the arts Evaluating music and musical performances Listening to, analyzing, and describing music Appropriate movement Reading, notating, and interpreting music Understanding the elements of music Understanding basic vocal anatomy Dynamic stage presence Concert etiquette	
Objectives <ul style="list-style-type: none"> ○ Conceptual ○ Factual ○ Procedural 	<ol style="list-style-type: none"> 1. Present intelligent and musical performances of selected choral literature 2. Discuss and identify specific musical time periods, composers, and stylistic concerns 3. Critique musical performances of their own and those of other performing ensembles 4. Demonstrate appropriate physical movement as an accompaniment to vocal performance 5. Aurally identify and vocally reproduce intervals, chords, and scales 6. Demonstrate appropriate concert etiquette as both a performer and an audience member 	

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> 1. Listening test over intervals, scales, and chords 2. Solo and/or small ensemble performances of selected sections of studied musical literature 3. Individual auditions consisting of sight reading, tonal memory, scales, and intervals, as well as an evaluation of tone quality 4. Final performance(s) of literature at scheduled events 	<ol style="list-style-type: none"> 1. Intelligent classroom critique and discussion of key concepts and ideas 2. Participation in extra-curricular activities such as, but not limited to, the Musical or Variety Show 3. Intelligent classroom discussion of various performances throughout the year