

## *Course Framework*

<p><b>Course Title</b></p> <p><b>Grade Level</b></p> <p><b>Semesters (1-2-3-4)</b></p> <p><b>Prerequisite</b></p>	<p><b>Viking Ensemble</b></p> <p>(10-12)</p> <p>(2 semesters)</p> <p>Varsity Choir or Treble Choir and an individual audition with the instructor</p>
<p><b>Course Description</b></p>	<p>Viking Ensemble is offered for those students in the Choral Music Department with a strongly established foundation in vocal music. Students must be current members of Varsity Choir or Treble Choir and are selected through an audition with the instructor. This performing group will explore a variety of musical styles and will perform at various concerts throughout the year.</p>
<p><b>District-approved Materials and/or Resources</b></p>	<p>Various choral octavos chosen on a yearly basis that will challenge the members of this auditioned 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*

<b>Unit of Study: major topics</b>	<b>IMEA District IX Music Halloween Jazz Program Holiday Program Touring Program (every other year) Spring Program Spring Jazz Night Program</b>	Resources that will support instruction  Choral octavos Teacher supplements
<b>Illinois Learning Standards, Benchmarks, National Standards Assessment Frameworks, or other standards that will be taught in this unit</b>	<p>Singing a varied repertoire of music</p> <p>Understanding choral music (especially that of the contemporary and jazz genres) in relation to its history and culture</p> <p>Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>Evaluating music and musical performances</p> <p>Listening to, analyzing, and describing music</p> <p>Appropriate movement</p> <p>Reading, notating, and interpreting music</p> <p>Understanding the elements of music</p> <p>Understanding more complex vocal anatomy</p> <p>Understanding more complex breathing anatomy</p> <p>Dynamic stage presence</p>	
<b>Objectives</b> <ul style="list-style-type: none"> <li>○ <b>Conceptual</b></li> <li>○ <b>Factual</b></li> <li>○ <b>Procedural</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Present intelligent musical performances of varied choral literature</li> <li>2. Discuss stylistic concerns of the selections performed</li> <li>3. Critique musical performances of their own and other performing ensembles</li> <li>4. Demonstrate appropriate physical movement as an accompaniment to vocal performance</li> <li>5. Aurally identify and vocally reproduce intervals, chords, and scales</li> <li>6. Perform with poise and competency as a solo singer</li> <li>7. Demonstrate appropriate concert etiquette as both a performer and audience member.</li> </ol>	

Assessments	Performance Tasks	Other Evidence
	<ol style="list-style-type: none"> <li>1. Auditioning for the District IX IMEA Music Festival</li> <li>2. Solo performance twice yearly of musical selections of their own choosing</li> <li>3. Individual audition consisting</li> <li>4. of a memorized solo, a blues scale, and a character essay</li> <li>5. Final performance(s) of literature studied at scheduled events</li> </ol>	<ol style="list-style-type: none"> <li>1. Intelligent classroom critique and discussion of key concepts and ideas</li> <li>2. Various community and special event performances throughout the school year</li> <li>3. Intelligent classroom discussion and critique of various performances throughout the school year</li> </ol>