

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

<p>Course Title</p> <p>Grade Level</p> <p>Semesters (1-2-3-4)</p> <p>Prerequisite</p>	<p>Treble Choir</p> <p>(9-12)</p> <p>(2 semesters)</p> <p>Individual audition with the instructor</p>
<p>Course Description</p>	<p>Treble Choir is a singing organization designed for students with previous ensemble experience at the middle school or high school level. Breathing, tone production, vocal health, and musicianship will be the focus of instruction in this ensemble. Students electing this course should have a basic understanding of musical notation and terminology. This course is not available to a student who is enrolled in another choir without the consent of the instructor.</p>
<p>District-approved Materials and/or Resources</p>	<p>Various choral octavos chosen on a yearly basis that will challenge the members of this auditioned ensemble</p> <p>Teacher-designed materials and activities 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	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 its history and culture Understanding relationships between music, the 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 Understanding basic breathing 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 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 studied 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