Charlene M. Blondo

Created Summer 2016

Ipswich Public School District 22-6

High School Choir Curriculum Guide

**Table of Contents**

SECTION I – Course Information …………………………….………2

* Ipswich Public School Music Department Mission Statement
* Vision
* Program Goals
* Course Overview

SECTION II – South Dakota Fine Arts Standards – Music…………….4

SECTION III - Units of Study ………………………………………….7

* Music Theory
* Music History
* Musicianship

SECTION IV – Curriculum Suggested Pacing Guide.…………….......11

SECTION V – Concept Maps……………………………..…………18

SECTION I – COURSE INFORMATION

MISSION STATEMENT

The mission of the Ipswich Choral Music Department is to provide all students a personalized learning environment to foster meaningful experiences in the performance, understanding, and appreciation of the discipline and art of music.

WE VALUE

* Music’s unique ability to improve the human condition.
* Musical citizenship - serving with others and connecting through music
* Creativity, innovation, and diversity of perspectives.
* Discipline, commitment, and perseverance.
* Individuality in musical expression.

PROGRAM GOALS

The arts are an integral part of humanity. They provide all people a way to express themselves, their experiences, and their individual creativity. The arts connect people from generation to generation and across the world, bridging the gap between race, culture, religion, and life experiences. The arts are a universal language. The fine arts serve several important functions in education including:

* **Communication** – The fine arts assist in the teaching of how to utilize both verbal and nonverbal symbols to communicate feelings, ideas, and events. The fine arts move beyond the mere accounting of experience and provide more personal and deeper interpretation. The fine arts enable us to more fully understand the meaning of our experiences.
* **Thinking and Problem Solving Skills** – The fine arts promote thinking skills and problem solving at higher levels, which can be applied to all other aspects of learning as well as facilitate success in the work place. They foster intellectual as well as imaginative growth while enriching the spirit and heart, deepening one’s understanding of human values.
* **Knowledge of World** – The fine arts provide a way for people of all ages to gain knowledge about the world and an understanding and appreciation of past civilizations. By integrating into learning the arts learning, they improve the quality of life, both in the school and in the community at large.
* **Methodology** – The fine arts are a methodology for teaching and learning. Individuals learn in different ways and the arts promote success by providing many options for students to exhibit what they know and what they can do.

COURSE OVERVIEW

High School Choir is a one year (two semester), half-credit elective course offered to students in grades 9-12. The program is designed to increase knowledge of music theory, music history, multicultural music, and develop individual musicianship. In doing so, students have opportunities to perform with the large choir ensemble; elect to perform with smaller ensembles such as the Girls’ Choir, Boys’ Choir, Jazz Choir; and enroll in private vocal lessons. Students have the opportunity to audition for South Dakota All State Chorus and South Dakota Honor Choirs.

Rehearsals are held every day for 30 minutes. The choir performs for Homecoming Coronation, Veteran’s Day, Snow Queen Festival, Winter Concert, Spring Concert, Regional Large Group Contest, Pops Concert, and Graduation. Other performance opportunities include Small Group Contest, SDMEA sponsored events, and various local and regional events.

Students who are enrolled in choir may also enroll in the intern program. This program provides students the opportunity to explore more activities in music, including assistant director of elementary and middle school musicals, stage manager, technical director, costuming and staging, music composition, recording, choral conducting, accompanying, private guitar, and classroom aide. These intern positions are tailored to fit individual student needs and goals.

Instruction will be a combination of guided individual and group projects, lecture, listening projects, hands-on exploration and creating. The course will explore vocal anatomy and health, efficient choral warm-ups, study and practice of appropriate vocal production, music theory, music history, American music, modern music, multicultural music, and musicianship skills.

The activities in this course will provide students with a foundation in how music is written, how music has evolved in all parts of the world, how to communicate expressively and intentionally through music. The activities will provide students with the opportunity to understand how music through time has had immense significance in the lives of people throughout all generations around the world. The students will be able to apply what they learn to the music of today and their personal musical experiences.

SECTION II - SOUTH DAKOTA FINE ARTS STANDARDS – MUSIC

1. Artistic Process: **CREATING**
   1. Anchor Standard 1. Generate and conceptualize artistic ideas and work

*Imagine: Generate musical ideas for various purposes and contexts.*

* + 1. 1.a. With limited guidance, create music ideas (such as answering a musical question) for a specific purpose.
    2. 1.b. With limited guidance, generate musical ideas in multiple tonalities

and meters.

* 1. Anchor Standard 2. Organize and develop artistic ideas and work.

*Plan & Make: Select and develop musical ideas for defined purposes and contexts.*

* + 1. 2.a. With limited guidance, demonstrate and discuss personal reasons for selecting musical ideas that represent expressive intent.
    2. 2.b. With limited guidance, use iconic or standard notation and/or recording technology to document and organize personal musical ideas.
  1. Anchor Standard 3. Refine and complete artistic work.

*Evaluate & Refine: Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.*

* + 1. 3.1.a. With limited guidance, discuss and apply personal, peer, and teacher feedback to refine personal musical ideas.

*Present: Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.*

* + 1. 3.2.a. With limited guidance, convey expressive intent for a specific purpose by presenting a final version of personal musical ideas to peers or informal audience.

1. Artistic Process: **PERFORMING**
   1. Anchor Standard 4. Analyze, interpret, and select artistic works for presentation.

*Select: Select varied musical works to present based on interest, knowledge, technical skill, and context.*

* + 1. 4.1.a. With limited guidance, demonstrate and discuss personal interest in, knowledge about, and purpose of varied musical selections.

*Analyze: Analyze the structure and context of varied musical works and their implications for performance.*

* + 1. 4.2.a. With limited guidance, demonstrate knowledge of music concepts (such as beat and melodic contour) in music from a variety of cultures selected for performance.
    2. 4.2.b. When analyzing selected music, read and perform rhythmic patterns using iconic or standard notation.

*Interpret: Develop personal interpretations that consider creators’ intent.*

* + 1. 4.3.a. With limited guidance, demonstrate and describe music’s expressive qualities (such as voice characteristics, dynamics, tempo, timbre, articulation and style).
  1. Anchor Standard 5. Develop and refine artistic works for presentation.

*Rehearse, Evaluate & Refine: Evaluate and refine personal and ensemble performances, individually or in collaboration with others.*

* + 1. 5.1.a. With limited guidance, apply personal, teacher, and peer feedback to refine performances.
    2. 5.1.b. With limited guidance, use suggested strategies in rehearsal to address interpretive challenges of music.
  1. Anchor Standard 6. Convey meaning from the presentation of artistic work.

*Present: Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.*

* + 1. 6.1.a. With limited guidance, perform music, alone and with others, for a specific purpose with expression.
    2. 6.1.b. Perform appropriately for the audience and purpose.
    3. 6.1.c. Display audience etiquette appropriate for the context and venue.

1. Artistic Process: **RESPONDING**
   1. Anchor Standard 7. Identify and analyze artistic works.

*Select: Choose music appropriate for specific purposes and contexts.*

* + 1. 7.1.a. With limited guidance, identify and demonstrate how personal interests and experiences influence musical selection for specific purposes.

*Analyze: Analyze how the structure and context of varied musical works inform the response.*

* + 1. 7.2.a. With limited guidance, demonstrate and identify how specific music concepts (such as beat or pitch) are used to support a specific purpose in music.
  1. Anchor Standard 8. Interpret intent and meaning in artistic work.

*Interpret: Support an interpretation of a musical work that reflects the creators’/performers’ expressive intent.*

* + 1. 8.1.a. With minimal guidance, demonstrate and identify expressive qualities (such as dynamics, tempo, style, and articulation) that reflect creators’/performers’ expressive intent.
  1. Anchor Standard 9. Apply criteria to evaluate artistic works.

*Evaluate: Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.*

* + 1. 9.1.a. With limited guidance, apply personal and expressive preferences in the evaluation of music for specific purposes.

1. Artistic Process: **CONNECTING**
   1. Anchor Standard 10. Synthesize and relate knowledge and personal experiences to make artistic works.

*Connect: Synthesize and relate knowledge and personal experiences to make music.*

* + 1. 10.1.a. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
  1. Anchor Standard 11. Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

*Connect: Relate musical ideas and works with varied context to deepen understanding.*

* + 1. 11.1.a. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

SECTION III – UNIT STUDY

**Unit 1 – Music Theory**

**Educational Goals and Objectives**

* Students will be able to:
  + Write and recognize by sight all note values and rests.
  + Write and recognize all notes in treble and bass clefs.
  + Understand the use of time signatures.
  + Recognize intervals by sight.
  + Understand the use of accidentals.
  + Recognize and use major keys C, G, D, F.
  + Complete melodic, rhythmic, and intervallic dictation.
  + Understand Circle of Fifths.
  + Determine the key signature.
  + Recognize and use minor keys.
  + Perform a simple music analysis.
  + Understand the Chromatic scale.
  + Recognize and write triads on I, IV, V.
  + Recognize phrase structure by sight and ear.
  + Identify simple forms of music (ABA) by sight and ear

**Classroom Activities**

* SMART Board Interactive activities
* Worksheets
* Flashcards
* Listening exercises – independent and group
* Compose a simple song
* Analyze one choral piece

**Preassessment**

* Written test
* Performing a simple song

**Assessment**

* Written tests
* Discussion in class
* Analysis of choral piece
* Composition and performance of simple song
* Listening logs
* Choir performances

**SD State Standards Addressed**

* 1. Generate and conceptualize artistic ideas and work.
* 2. Organize and develop artistic ideas and work.
* 3. Refine and complete artistic work.
* 4. Analyze, interpret, and select artistic works for presentation.
* 7. Identify and analyze artistic works.

**Unit 2 – Music History**

**Educational Goals and Objectives**

* Students will be able to:
  + Describe basic characteristics of the Medieval Period
    - (1st semester, even years - 2016)
  + Describe basic characteristics of the Renaissance Period
    - (1st semester, even years - 2016)
  + Describe basic characteristics of the Baroque Period
    - (1st semester, even years - 2016)
  + Describe basic characteristics of the Classical Period
    - (1st semester, odd years - 2017)
  + Describe basic characteristics of the Romantic Period
    - (1st semester, odd years - 2017)
  + Describe basic characteristics of the Impressionistic Period
    - (1st semester, odd years - 2017)
  + Describe basic characteristics of Modern Music
    - (2nd semester)
  + Explain the roots of Spirituals
    - (2nd semester)
  + Explain the roots of Jazz
    - (2nd semester)
  + Describe non-Western music
    - (2nd semester)
  + Identify some composers and works from each period and genre

**Classroom Activities**

* Presentations – teacher and students
* Individual student research
* Discussion
* Listening exercises
* Group research projects

**Preassessment**

* Written test
* Discussion

**Assessment**

* Written test
* Discussion
* Presentations
* Listening log

**SD State Standards Addressed**

* 7. Identify and analyze artistic works.
* 8. Interpret intent and meaning in artistic work.
* 10. Synthesize and relate knowledge and personal experiences to make artistic works.
* 11. Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

**Unit 3 – Musicianship**

**Educational Goals and Objectives**

* Students will be able to:
  + Participate in the choir program
  + Perform basic sight reading skills – rhythm, Solfege
  + Develop a healthy vocal technique
  + Understand vocal anatomy
  + Understand conducting gestures
  + Understand and demonstrate outstanding rehearsal and performance behavior
  + Sing and study Western and non-Western music
  + Participate in local and regional performances
  + Provide individual interpretation of music
  + Provide individual expression of music
  + Perform with increased expression and interpretation of music

**Classroom Activities**

* Choral warm-ups
* Sectionals
* Private lessons
* Discussion

**Preassessment**

* Discussion
* Warm-ups

**Assessment**

* Performances
* Rehearsals
* Warm-ups
* Discussion
* Analysis of pieces
* Student self-assessments

**SD State Standards Addressed**

* 4. Analyze, interpret, and select artistic works for presentation.
* 5. Develop and refine artistic works for presentation.
* 6. Convey meaning from the presentation of artistic work.
* 7. Identify and analyze artistic works.
* 8. Interpret intent and meaning in artistic work.
* 9. Apply criteria to evaluate artistic works.
* 10. Synthesize and relate knowledge and personal experiences to make artistic works.
* 11. Relate artistic ideas and works with societal, historical, cultural and personal context to deepen understanding.

SECTION IV - CURRICULUM SUGGESTED PACING GUIDE

Week 1 Introduce notation software and ‘how to’ guide

Basics of music notation ‘how to’ guide

Manuscript paper – music notation

Week 2-3 UNIT 1: Treble Clef notes

Week 2: Introduction to space and line notes

Week 2: Ledger lines

Week 2: Recognizing

Week 3: Writing

UNIT 2: Introduction to Medieval Period (even years)

Week 2: Society and people

Week 3: Music characteristics

UNIT 2: Introduction to Classical Period (odd years)

Week 2: Society and people

Week 3: Music characteristics

Week 4-5 UNIT 1: Bass Clef notes

Week 4: Introduction to space and line notes

Week 4: Ledger lines

Week 4: Recognizing

Week 5: Writing

UNIT 2: Introduction to Medieval Period (even years)

Week 4: Composers and works

Week 5: Listening logs

UNIT 2: Introduction to Classical Period (odd years)

Week 4: Composers and works

Week 5: Listening logs

Week 6-7 UNIT 1: Note and Rest Rhythms

Week 6: Recognizing

Week 7: Writing

UNIT 2: Introduction to Medieval Period (even years)

Week 6: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

UNIT 2: Introduction to Classical Period (odd years)

Week 6: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

UNIT 2: Introduction to Renaissance Period (even years)

Week 7: Society and people

UNIT 2: Introduction to Romantic Period (odd years)

Week 7: Society and people

Week 6-7 UNIT 1: Time Signatures

Week 6: Identifying what they are and what their function is

Week 7: Practice counting simple rhythms

Week 8-9 UNIT 1: Accidentals and Intervals

Week 8: Identify sharp, flat, and natural signs and describe what their functions are.

Week 8: Identify major intervals by counting on staff; identify what the Solfege syllables are.

Week 9: ASSESSMENTS

1. Compose 2 simple songs – 1 in treble clef, 1 in bass clef; apply rhythm; 8 measures long. TBD by student readiness level; students choose a time signature; must use at least 1 accidental; notate on manuscript paper and using notation software – be ready to perform for class.

2. Written test – note name identification; rhythm matching and counting; interval identification using Solfege.

UNIT 2: Introduction to Renaissance Period (even years)

Week 8: Music characteristics

Week 9: Composers and works

UNIT 2: Introduction to Romantic Period (odd years)

Week 8: Music characteristics

Week 9: Composers and works

Week 10-11 UNIT 1: Circle of Fifths and key signatures (major and minor) UNIT 2: Introduction to Renaissance Period (even years) Week 10: Listening logs

Week 11: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

UNIT 2: Introduction to Romantic Period (odd years)

Week 10: Listening logs

Week 11: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

Week 12-13 UNIT 1: Circle of Fifths and key signatures (major and minor) UNIT 2: Introduction to Baroque Period (even years)

Week 12: Society and people

Week 13: Music characteristics

UNIT 2: Introduction to Impressionistic Period (odd years) Week 12: Society and people

Week 13: Music characteristics

Week 14-15 UNIT 1: Writing triads (1-3-5) on I, IV, V

UNIT 2: Introduction to Baroque Period (even years) Week 14: Composers and works

Week 15: Listening logs

UNIT 2: Introduction to Impressionistic Period (odd years)

Week 14: Composers and works

Week 15: Listening logs

Week 16-17 UNIT 1: Recognize major keys – C, G, D, F

UNIT 2: Introduction to Baroque Period (even years)

Week 16: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and about that person’s background, significance, contributions.

UNIT 2: Introduction to Impressionistic Period (odd years)

Week 16: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

UNIT 2: Introduction to Spirituals

Week 17: History and origination

Week 18-19 UNIT 1: ASSESSMENTS

1. Written test – note name identification; rhythm matching and counting; interval identification using Solfege; describe what Circle of Fifth is; identify major and minor key signatures by sight; write triads (I, IV, V); match accidental signs to definition; write counting for given rhythmic problems as well as list the appropriate time signature; note writing; identify major keys by sight.
2. Compose 1 simple 12 bar song: melody in treble clef, major triads in bass clef; include time signature, key signature; include at least 2 accidentals in the melody; notate on manuscript paper and notation software – be ready to perform for class.

UNIT 1: Week 19: Recognize minor keys – a, e, b, d

UNIT 2: Introduction to Spirituals

Week 18: Music characteristics and kinds of spirituals

Week 19: Composers/arrangers and works

Week 20-21 UNIT 1: Chromatic scale

UNIT 2: Introduction to Spirituals

Week 20: Listening logs

Week 21: ASSESSMENTS

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this period.

3. Research: Choose 1 composer from this period and write about that person’s background, significance, contributions.

Week 22-23 UNIT 1: Phrase structure and form

UNIT 2: Introduction to Jazz

Week 22: History and origination

Week 23: Musical characteristics and types of jazz

WEEK 24-34 UNIT 1 COMPOSITION PROJECT

32-64 measures; major or minor; ABA form; lyrics; melody and chords; treble and bass clef; key signature; time signature; notated manually and through software; performed for class; student analysis of his/her own work and presented to class

Week 24-25 UNIT 1: Composition project

UNIT 1: Week 24: ASSESSMENT

Analysis of a simple song – identify key, major or minor, time signature, chord structure (I, IV, V), insight to melody and rhythm.

UNIT 2: Introduction to Jazz

Week 24: Composers/artists and works

Week 25: Listening log

Week 26-27 UNIT 1: Composition project

UNIT 2: Week 26: ASSESSMENT

1. Written: describe characteristics of the period’s history and music; list some composers and works; offer some insight to this period and its significance today.

2. Discussion: as a class discuss reaction to this style of music.

3. Research: Choose 1 composer from this genre and write about that person’s background, significance, contributions.

UNIT 2: Introduction to Non-Western Music

Week 27: What is meant by non-western music?

Week 28-29 UNIT 1: Composition project

UNIT 2: Introduction to Non-Western Music

Week 28: Countries, cultures and music

Week 29: Performance considerations

Week 30-31 UNIT 1: Composition project rough draft due

UNIT 2: Introduction to Non-Western Music

Week 30: Listening log

Week 31: ASSESSMENT

1. Written: describe characteristics of the history and music; offer some insight to this music and its significance.

2. Discussion: as a class discuss reaction to this music.

3. Research: Choose 1 non-western country and/or culture and write about its music and how it is relevant to you.

Week 32-33 UNIT 1: Composition project

Week 33: composition final draft submitted

UNIT 2: Introduction to Modern Music

Week 32: What is meant by modern music?

Week 33: Types of modern music

Week 34-35 UNIT 1: Composition project

Week 34: Composition performed and analysis presented

UNIT 2: Introduction to Modern Music

Week 34: Composers and works

Week 35: Listening log

\*\*\*UNIT 3: Unit 3 is ongoing during every rehearsal and performance. \*\*\*