

Chorus

Course description: Chorus is a non-auditioned, large Choral ensemble with traditional SATB voicings. This course will help the student have an understanding of the basic elements of music and the skills necessary to demonstrate that knowledge. They will also be able to communicate through the use of the musical vocabulary and its accompanying musical notation. These components will help the student to continue their quest for knowledge within the musical realm and to realize the values of each individual's contribution to group achievement.

Primary text(s) and other major resources

**A Survey of Choral Music* – Homer Ulrich

**Conducting Choral Music* – Robert L. Garretson

**Diction* – John Moriarty

*A piano accompanist with the ability to play both open score and accompaniment parts.

The arts play a valued role in creating cultures and developing and documenting civilizations. Students of the arts gain powerful tools for:

- communicating through creative expression;
- understanding human experiences, past and present;
- adapting to and respecting the ways others think, work, and express themselves;
- using artistic modes of problem solving, which, in turn, bring an array of expressive, analytical, and development tools to every human situation
- understanding the power of the arts to create and reflect cultures;
- understanding the impact of design on virtually all we use in daily life;
- understanding the interdependence of work in the arts and the worlds of ideas and events;
- making decisions in situations where there are no standard answers;
- analyzing nonverbal communication and making informed judgments about cultural products and issues; and for
- communicating thoughts and feelings in a variety of modes, thereby providing a more powerful repertoire of self-expression.

Through the objectives in this course, students will be able to meet the following Maine Learning Results Standards for the performing arts:

A. CREATIVE EXPRESSION. Students will create and/or perform to express ideas and feelings. Students communicate through their works, revise and problem-solve, use a variety of processes, and integrate their works with other disciplines.

* has specific vocabulary, elements, principles, and structures that allow for communication of ideas, feelings, and moods.

*Problem-solving skills, reflection, self-evaluation, revising, and refinement are part of the process used in the creation and development of art works.

*The development and creation of work in the arts use a variety of approaches, styles, media, and performance modes, including electronic technology.

*Students will understand that the roles, skills, relationships, and differences among the arts are transferable from one arts discipline to another as well as to other disciplines.

B. CULTURAL HERITAGE. Students will understand the cultural contributions (social, ethical, political, religious dimensions) of the arts, how the arts shape and are shaped by prevailing cultural and social beliefs and values, and recognize exemplary works from a variety of cultures and historical periods. The arts are the record of our diverse world cultures and provide understanding of who we are, where we've been, and possible directions for our future.

C. CRITICISM AND AESTHETICS. Students will reflect upon and assess the characteristics and merits of art works. An understanding of how the senses are used

to make artistic choices in daily life, together with an understanding of how these choices affect feelings, moods, and emotions, helps us to make judgments about the merits and meaning of work in the arts. The elements, principles, and structures of art forms can be composed in ways which enrich, persuade, and influence society, either directly, through performances, original works and exhibits or indirectly, through electronic and printed media.

~Unit length & MLRs)	Objectives	Essential Questions	Assessment
<p>Unit 1 Students apply accumulated knowledge of musical notation, symbols and terminology to perform music with greater complexity and variation including sudden and gradual dynamic contrasts.</p>	<p>Student will interpret all common symbols and terms which indicate style, tempo, dynamics and expression.</p> <p>Students will respond correctly to the non-verbal movements of the conductor.</p> <p>Student will be able to demonstrate music reading skill at the level of difficulty defined by MENC standards for grade five by the end of their fourth year in concert choir</p>	<p>Why is it important to know what various symbols mean in music?</p> <p>Why is it important that everyone in the ensemble know what these symbols mean?</p> <p>What is the relationship between performer and conductor in a large musical ensemble?</p> <p>Why is it important to watch the conductor?</p> <p>What is the conductor's purpose in the ensemble?</p> <p>Why is it important to strive to be able to perform difficult music?</p> <p>Why do musicians need to continually challenge themselves?</p>	<p>-Students will be evaluated daily by the conductor and given a reflecting grade at the end of each week using a performance rubric.</p> <p>-Each student will sing by him/herself at the end of each semester as part of an evaluation procedure which will be discussed between the instructor and the student.</p>
<p>Unit 2 Students perform music that requires well developed technical skills, attention to phrasing and interpretation, and the ability to perform various meters and rhythms in a variety of keys while modeling proper posture and technique, alone or with others.</p>	<p>Students will perform with good intonation, balance, and phrasing.</p> <p>Students will perform with good tone quality and understand how proper support and resonance affects it.</p> <p>Students will perform with correct singing posture and use it to enhance support and resonance.</p> <p>Students will learn to sight sing using sol fege.</p>	<p>Why is it important for each individual to sing with good intonation?</p> <p>Why must the Chorus be balanced?</p> <p>Why are variations in phrasing important to the overall sound of the group?</p> <p>How do you achieve good tone quality?</p> <p>Why is individual tone quality important in a musical ensemble?</p>	<p>Students will be evaluated daily by the conductor and given a reflecting grade at the end of each week using a performance rubric.</p> <p>Each Student will sing by him/herself at the end of each semester as part of an evaluation procedure which will be discussed between the student and the instructor.</p>

		<p>What are the different elements involved in achieving a satisfactory quality in regard to tone?</p> <p>Why is it important for musicians to have adequate sight singing skills?</p> <p>What is the benefit of sol fege?</p> <p>Why is posture important?</p> <p>Why would incorrect posture and singing technique limit your musicianship and the advancement of the group?</p>	
<p>Unit 3</p> <p>Students make short-term and long-term goals based on rigorous criteria and related to time management, interpersonal interactions, or skill development that will lead to success in the arts</p>	<p>Students will be responsible for attendance at all concerts and performances in order to:</p> <ol style="list-style-type: none"> Experience in concert, the culmination of previous musical learnings Share aesthetic experiences with appreciative listeners Broaden Musicianship 	<p>Why is professionalism important in a performing ensemble?</p> <p>Why is it necessary for musicians to share and discuss music with each other?</p>	<p>Attendance will be taken at each dress rehearsal and performance.</p>
<p>Unit 4</p> <p>Students demonstrate positive interpersonal skills and reflect on the impact of interpersonal skills on a personal success in the arts.</p> <p>Getting along with others.</p> <ul style="list-style-type: none"> ✓ Respecting differences ✓ Working as a team/ensemble 	<p>Student will exhibit proper behavior and concert etiquette at all public functions.</p>	<p>What are the individual benefits to dressing professionally at public events?</p> <p>What are the benefits to the group to dressing professionally at public events?</p>	<p>Attire and etiquette will be monitored at all public functions.</p>

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| <ul style="list-style-type: none">✓ Managing conflict✓ Accepting/giving/
using constructive
feedback.✓ Demonstrating
ethical behavior✓ Following
established
rules/etiquette for
observing/listening
to art.✓ Demonstrating safe
behavior. | | | |
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