

Senior High School Choir - Grades 9-12
District 2853

Month	Content	Performance Standards Addressed	Skills for Student Achievement	Assessment
September	<ul style="list-style-type: none"> · Vocal placements - SATB · Vocal range · Vocal warm-ups · Variety of sight singing pieces using correct vocal production and techniques: Breathing, Intonation, Tone Production, Diction, Rhythm, Music Style, as Posture · Select Homecoming Coronation piece 	<p>Analysis & Interpretation Understanding - Benchmarks #1, #2, #3</p> <p>Creation & Performance - Ability - Benchmark #1 Understanding - Benchmark #1</p>	<ul style="list-style-type: none"> · List types of voicings · Identify by sound the different voice classifications · Demonstrate and understand the importance of vocal warm-ups · Demonstrate proper sight-singing through correct use of vocal production and technique - level 2-3-4, SATB · Full choral rehearsal using proper choral rehearsal techniques 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Group discussion and oral evaluation · Teacher evaluation · Teacher observations · Written assignments · Public evaluation · Student evaluation
October	<ul style="list-style-type: none"> · Vocal warm-ups, add to and refine · Vocal production and techniques · Continue sight-singing SATB pieces · Select Christmas Concert pieces 	<p>Analysis & Interpretation Understanding - Benchmarks #1, #2, #3</p> <p>Creation & Performance - Ability - Benchmarks #1, #3 Understanding - Benchmark #1</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups · Demonstrate proper sight-singing through correct use of vocal production and technique - level 3-4, SATB · Full choral rehearsal using proper choral rehearsal techniques 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Group discussion and oral evaluation · Teacher evaluation · Teacher observations - discussions · Student evaluation using forms in the CCBk - level 1 & 2, mixed
November	<ul style="list-style-type: none"> · Vocal warm-ups, add to and refine · Refine Christmas Concert pieces using correct vocal production, techniques, and style · Historical and musical context of selected Christmas Concert pieces 	<p>Analysis & Interpretation - Ability - Benchmarks #1, #3, #4 Understanding - Benchmarks #1, #2, #3, #4</p> <p>Creation & Performance - Ability - Benchmarks #1, #3, #4, #5 Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups · Demonstrate and use correct and proper vocal production techniques and music style through the full choral rehearsal 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Group discussion and oral evaluation · Teacher evaluation · Teacher observations and discussions · Student evaluation and using forms in the CCBk - level 1 & 2, mixes
December	<ul style="list-style-type: none"> · Vocal warm-ups, add to and refine · On stage rehearsals · Christmas 	<p>Analysis & Interpretation - Ability - Benchmarks #3, #4 Understanding - Benchmarks #1, #2, #3, #4</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups · Demonstrate and use correctly the proper vocal 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Self-Observance/Self-Assessment Master 7 in

	<p>Concert performance</p>	<p>Creation & Performance - Ability - Benchmarks #3, #4, #5 Understanding - Benchmarks #1, #2</p>	<p>production techniques and music style through on stage rehearsals and public performance</p>	<p>the CCBk - level 1 & 2, mixed · Rubric for Diction black line master 1 in the CCBk - level 1 & 2, mixed · Breathing Attributes Checklist black line Master 2 from CCBk - level 1 & 2, mixed · Listening Assessment Master 8 in CCBk</p>
January	<ul style="list-style-type: none"> · Warm-ups and Keeping Your Voice Healthy Package and Worksheet · Solo and Ensemble pieces selected · Sight-singing a variety of pieces · Rehearsing, evaluating, and revising selected solo and ensemble pieces 	<p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2</p> <p>Creation & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups · Process followed for selecting, analyzing, and interpreting music solos and ensembles · Sing level 3-4 SATB music with proper tone production, diction, intonation, rhythm, and the other musical style techniques 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Student evaluation · Assessment Master 5 - Sight-Singing Rubric in the CCBk, level 1, mixed
February	<ul style="list-style-type: none"> · Warm-ups and good rehearsal techniques · Choose to go to the Large Group Contest or not · Selection of Spring Large Group Contest and Concert Pieces · Intense full group rehearsals with refinement of selected pieces if going to large group contest · Continued work on solos and ensembles · Accompanists selected for solo and ensemble 	<p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3 Understanding - Benchmarks #1, #2</p> <p>Creation & Performance - Ability - Benchmarks #1, #2, #3, #4, #5 Understanding - Benchmarks #1, #2</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups · Sing a level 3-4 solo and/or ensemble piece following good choral techniques · Sing level 3-4-5 SATB music with good choral techniques followed · Selection process followed in selecting an accompanist 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Student evaluation · Assessment Master 2-7 in CCBk · Video tape evaluations · Self-reflection
March	<ul style="list-style-type: none"> · Warm-ups and good rehearsal techniques · Refine solo and ensemble pieces with the accompanists · Historical and music context of 	<p>Analysis & Interpretation - Ability - Benchmarks #1, #2, #3, #4 Understanding - Benchmarks #1, #2</p> <p>Creation & Performance - Ability</p>	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups and voice care · Sing a level 3-4 solo and/or ensemble piece following good choral techniques · Sing level 3-4-5 SATB 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Class and individual evaluations · Video tape evaluations · Assessment Masters 2-7 in CCBk

	selected contest and concert pieces	- Benchmarks #1, #2, #3, #4, Understanding - Benchmarks #1, #2	music with good choral techniques followed Understand the historical and musical context of the selected pieces	Written and group work done on the historical and musical context of the selected pieces Self-reflection
April	<ul style="list-style-type: none"> · Warm-ups and good rehearsal techniques · Solo and ensemble music contest · Large group contest · Solo and Ensemble Recital - Superiors - Public Performance - Spring Vocal Concert 	<p>Analysis & Interpretation Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Creation & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups and voice care · Perform a level 3-4 solo and/or ensemble at contest and public performance · Perform level 3-4--5 SATB music at contest and/or concert 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Class and individual evaluations · Assessment Master 2-7 in CCBk · Video tape evaluations · Public evaluations · Self-reflection
May	<ul style="list-style-type: none"> · Warm-ups, good rehearsal techniques and voice care · Sight-singing a variety of SATB music · Selections chosen for Graduation · Selections chosen for Baccalaureate · Modify a melody 	<p>Analysis & Interpretation Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 <p>Creation & Performance - Ability</p> <ul style="list-style-type: none"> - Benchmarks #1, #2, #3, #4, #5 <p>Understanding</p> <ul style="list-style-type: none"> - Benchmarks #1, #2 	<ul style="list-style-type: none"> · Demonstrate and understand the importance of vocal warm-ups, vocal techniques, and voice care · Sing level 3-4-5 SATB music · Understand and appreciate the selection process of choosing new music · Understand how to approach a new piece of music · Learn to modify a melody through the creative process 	<ul style="list-style-type: none"> · Section and large group listening and demonstrating · Teacher evaluation · Class discussions · Written assignments · Video tape evaluations · Public evaluations · Self-reflection

ANALYSIS AND INTERPRETATION

A student shall demonstrate the "ability" to:

- #1 Select criteria for evaluating the performances of original compositions or the interpretations and performances of existing compositions;
- #2 Analyze and interpret music through its historical, cultural, or social context;
- #3 Support personal reactions to performances of original compositions or the interpretations and performances of existing compositions using the components of music; and
- #4 Articulate informed evaluations of performances of original compositions or the interpretations and performances of existing compositions using selected criteria.

A student shall demonstrate an "understanding" of:

- #1 How a synthesis of the components of music is used to define a composition, interpretation, or performance in music:
 - elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;

- vocabulary;
 - styles (for example, blues, jazz, or opera);
 - structures (for example, ABA); and
 - technical skills (for example, singing or playing instruments);
- #2 The similarities and differences among the structures and styles within music;
- #3 How the selection of criteria affects criticism of a musical composition, interpretation, or performance; and
- #4 The connections between music and other disciplines outside the arts (for example, mathematics, science, or history).

CREATION AND PERFORMANCE

A student shall demonstrate the "ability" to:

- #1 Use artistic processes to create an original or perform an existing single, complex work or multiple works in music;
- #2 Use improvisation to generate original ideas for music composition or performance;
- #3 Make decisions based on artistic intent;
- #4 Make choices based on analysis of audience and occasion for music composition, interpretation, or performance; and
- #5 Revise music composition, interpretation, or performance using multiple sources of critique and feedback.

A student shall demonstrate an "understanding" of:

- #1 The integration of components of music:
- elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
 - vocabulary;
 - styles (for example, blues, jazz, or opera);
 - structures (for example, ABA); and
 - technical skills (for example, singing or playing instruments); and
- #2 The cultural, historical, or social contexts that influence the creation, interpretation, or performance of music.