

# COMMUNITY UNIT SCHOOL DISTRICT 200

## Chamber Choir/Concert Choir High School - Two Semesters Intermediate Level

### 1. Subject Expectation      The students will know the language of the arts (State Goal 25)

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Students who meet the standard understand the sensory, elements, organizational principles and expressive qualities of the arts</b>
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- Critical Content      25.A.4      analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts
- \* a.      read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements. Students will be able to identify, describe and apply the following elements of music:
    - intonation-students will learn scales and modes sung in solfege
    - tone/timbre-students will explore varied/appropriate tone color through vowel modification and overtones
    - phrasing – students will understand and apply through melodic/harmonic motion, rhythm, and text
    - articulations-students will understand and apply body mapping to vowel and consonant production as well as accents, staccato, legato, and marcato
    - dynamics-students will understand and appreciate the use of silence, and varying sound levels as a means of musical expression
    - tempo/pulse-students will understand tempo/pulse as the core ingredient in energetic and meaningful music making. Students will apply tenuto, accellerando, ritardando, rallentando, and rubato
  - \* b.      reads a score of minimally four staves, and in so doing will be able to identify and perform notated pitches, rhythms, and key signatures
    - reads choral music using solfege syllables, both diatonic and chromatic
    - uses solfege to sing major, minor and chromatic scales
    - uses solfege to sing major, minor, augmented and

- diminished triads
  - \* c. read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements
  - \* d. through analysis, discussion, and performance students will understand musical form, harmony, and melody
    - understands how individual part functions in the overall ensemble
    - understands overall structure of a choral work such as ABA form, or strophic form
  - \* e. through discussion and performance, students will demonstrate awareness of the affective, cognitive, and kinesthetic principles of expressive qualities
    - students will use movement and gesture based on Dalcroze principles in preparing and performing choral works
    - students will understand and consistently apply breath management techniques with minimal teacher intervention
- 25.A.5 analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning
- \* a. through discussion, writing, and performance, students will understand the use of aesthetic qualities as communication
    - Students will understand the relationship of text to music, and how this relationship is used to express ideas, emotions, or viewpoints
    - Students will analyze/discuss the text of a choral work as poetry
  - \* b. identify and present elements in music, which convey intent and give meaning in their work and the work of others, i.e. the quality and effectiveness of artists' performances/compositions

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Students who meet the standard understand the similarities, distinctions, and connections in and among the arts</b>
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- Critical Content      25.B.4 analyze and evaluate similar and distinctive characteristics of works in two or more of the arts that share the same historical period or societal context
- \* a. select and apply one or more descriptors from a given list, to works of art sharing the same period
  - \* b. identify the acknowledged 5 periods of the arts and focus on 2 of these areas through performance

**2. Subject expectation (State Goal 26)      Through creating and performing, understand how works of art are produced**

<b>Essential Learning 1 (Learning Stand A)</b>	<b>Students who meet the standard understand the processes, traditional tools and modern technologies used in the arts</b>
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| Critical Content | 26.A.4c | analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing <ul style="list-style-type: none"> <li>a. through listening, discussion, and performing students will analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing</li> </ul>   |
|                  | 26.A.4d | demonstrate the ability to read written notation for a vocal or instrumental part  |
|                  | 26.A.5  | analyze and evaluate how the choice of media, tools, technologies and processes support and influence the communication of ideas <ul style="list-style-type: none"> <li>* a. through listening, discussion, and performance evaluation, students will understand the elements of tone color <ul style="list-style-type: none"> <li>- students will understand and apply the principles of resonance and phonation in choral singing, and distinguish between dark/rich color and bright/thin color</li> <li>- students will be able to discuss and evaluate appropriate choral tone as it relates to a specific piece of music</li> </ul> </li> <li>* b. present and discuss recorded and live musical performances which point to a specific tool or technology and analyze the way in which performers interpret the intent of the selected musical piece, and its creator</li> <li>* c. discuss new possibilities for the use of musical tools and technologies by comparing and contrasting sound production of instruments from various cultures</li> </ul> |

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Students who meet the standard can apply the skills and knowledge necessary to create and perform in one or more of the arts</b>
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| Critical Content | 26.B.4c | create and perform music of challenging complexity and length with expression <ul style="list-style-type: none"> <li>* a. create and perform a complex piece of music of significant length and expression using identified elements such as unity/variety, tension/release, form, timbre, and style</li> <li>* - students will perform with an awareness of the role of the individual, and his/her importance in creating a sense of ensemble, within his/her section and within the choir as a whole</li> <li>* - students will understand ownership of the music making process as an essential ingredient to achieving high levels of performance</li> </ul> |
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- \* b. present and invite others into a performance of an original piece of music using improvisational elements of harmony, melody and rhythm
- 26.B.5 create and perform a complex work of art using a variety of techniques, technologies, and resources in independent decision making
- \* a. perform alone and with others, a varied repertoire of music
  - \* - use ensemble skills (e.g. balance, intonation, rhythmic unity) when performing as part of a group
- \* b. improvise melodies, variations, and accompaniments
  - \* - improvise stylistically appropriate harmonizing parts
  - \* - improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys (e.g., folk songs, standard pop songs, hymn tunes)
  - \* - improvise original melodies over given chord progressions in a consistent style, meter, and tonality
- \* c. compose and arranges music within specified guidelines
  - \* - compose music in a variety of distinct styles (e.g., classical, folk, pop, jazz, rock)
  - \* - use the elements of music for expressive effect (e.g., pitch, rhythm, harmony, dynamics, timbre, texture, form)
  - \* - compose and arranges music for voices
  - \* - understand the ranges and traditional uses of various sound sources (e.g., voices, acoustic)
- \* d. know and apply appropriate criteria to music and musical performances
  - \* - understand how the elements of music and expressive devices are used in music from diverse genres and cultures
  - \* - understand the technical vocabulary of music (e.g., Italian terms, form, harmony, tempo markings)
  - \* - understand compositional devices and techniques that are used to provide unity and variety and tension and release in a musical work (e.g., motives, imitation, retrograde, inversion)
  - \* - know specific criteria that affect the quality and effectiveness of musical performances, compositions, arrangements, and improvisations (e.g., considers questions of unity or variety, consistency, appropriate use of resources)

**3. Subject expectation  
(State Goal 27)**

**Students will understand the role of the arts in  
civilizations past and present**

<b>Essential Learning 1 (Learning Standard A)</b>	<b>Students who meet the standard analyze how the arts function in history, society and everyday life</b>
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- Critical Content      27.A.4a    evaluate how consumer trends in the arts affect the types and styles of art products
- 27.A.4b    analyze how the arts are used to inform and persuade through traditional and contemporary art reforms
- \*            a. Students will discuss and present examples of how consumer trends affect the types and styles of music produced, and the role of the music industry (e.g. record producers, concert arrangers, studio production), the impact of the recorded music industry and the Internet
- \*            b. Students will analyze, discuss, and present examples of how music is used to persuade and inform in traditional and contemporary music, and how music serves as a change catalyst, or as a reflection of societal changes
- 27.A.5    analyze how careers in the arts are expanding based on new technologies and societal change

<b>Essential Learning 2 (Learning Standard B)</b>	<b>Students who meet this standard understand how the arts shape and reflect history, society and everyday life</b>
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- Critical Content      27.B.4a    analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period, and culture
- \*            a. students will identify and classify the distinguishing characteristics of selected historical and contemporary music by style, period and cultures (e.g., classical, jazz, pop, global/world music)
- 27.B.4b    understand how the arts change in response to changes in society
- \*            b. students will understand how music changes in response to changes in society, and how music influenced society in a given time (e.g., jazz age, blues, rock and roll culture, Nationalism, Expressionism, folk music and spirituals/gospel music)
- 27.B.5    analyze how the arts shape and reflect ideas, issues or themes in a particular historical period