

COMMUNITY UNIT SCHOOL DISTRICT 200

Varsity Women's Chorale High School – Grades: 10, 11, 12 Intermediate Level - Multiple Semesters Elective

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

Essential Learning 1 (Learning Standard A)	Understand the sensory, elements, organizational principles and expressive qualities of the arts
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- Critical Content 25.A.4 a. analyze and evaluate the effective use of elements, principles and expressive qualities in a composition/performance in dance, drama, music and visual arts
- read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements.
 - identify, describe and apply the following elements of music:
 - intonation - learn scales and modes sung in solfege
 - tone/timbre - explore varied/appropriate tone color through vowel modification and overtones as it relates to treble voices
 - phrasing – 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 - understand and appreciate the use of silence, and varying sound levels as a means of musical expression
 - tempo/pulse - understand tempo/pulse as the core ingredient in energetic and meaningful music making. Students will apply tenuto, accelerando, ritardando, rallentando, and rubato
 - 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

- read music that contains moderate technical demands, expanded ranges, and varied interpretive requirements
 - * • 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
 - * • through discussion and performance, students will demonstrate awareness of the affective, cognitive, and kinesthetic principles of expressive qualities
 - use movement and gesture based on Dalcroze principles in preparing and performing choral works
 - understand and consistently apply breath management techniques with minimal teacher intervention
- 25.A.5 b. analyze and evaluate student and professional works for how aesthetic qualities are used to convey intent, expressive ideas and/or meaning
- * • through discussion, writing, and performance, students will understand the use of aesthetic qualities as communication
 - understand the relationship of text to music, and how this relationship is used to express ideas, emotions, or viewpoints
 - analyze/discuss the text of a choral work as poetry
 - 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

Essential Learning 2 (Learning Standard B)	Understand the similarities, distinctions, and connections in and among the arts
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- Critical Content 25.B.4 a. 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
- select and apply one or more descriptors from a given list, to works of art sharing the same period
 - 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, the student will understand how works of art are produced.

Essential Learning 1 (Learning Stand A)	Understand the processes, traditional tools and modern technologies used in the arts
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| Critical Content | 26.A.4c | a. | analyze ways in which musical sounds are produced and how they are used in composing, conducting and performing <ul style="list-style-type: none"> • 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 |
| | 26.A.4d | b. | demonstrate the ability to read written notation for a vocal or instrumental part |
| | 26.A.5 | c. | 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"> * • through listening, discussion, and performance evaluation, students will understand the elements of tone color <ul style="list-style-type: none"> - understand and apply the principles of resonance and phonation in choral singing, and distinguish between dark/rich color and bright/thin color - discuss and evaluate appropriate choral tone as it relates to a specific piece of music * • 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 * • discuss new possibilities for the use of musical tools and technologies by comparing and contrasting sound production of instruments from various cultures |

Essential Learning 2 (Learning Standard B)	Apply the skills and knowledge necessary to create and perform in one or more of the arts
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| Critical Content | 26.B.4c | a. | create and perform music of challenging complexity and length with expression <ul style="list-style-type: none"> * • 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 <ul style="list-style-type: none"> - 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 - understand ownership of the music making process as an essential ingredient to achieving high levels of performance * • present and invite others into a performance of an original piece of music using improvisational elements of harmony, melody and rhythm |
| | 26.B.5 | b. | create and perform a complex work of art using a variety of techniques, technologies, and resources in independent decision making <ul style="list-style-type: none"> * • perform alone and with others, a varied repertoire of music <ul style="list-style-type: none"> - use ensemble skills (e.g. balance, intonation, |

- rhythmic unity) when performing as part of a group
- 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
- * • 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)
- * • 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.

Essential Learning 1 (Learning Standard A)	Analyze how the arts function in history, society and everyday life
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- Critical Content 27.A.4a a. evaluate how consumer trends in the arts affect the types and styles of art products
- 27.A.4b b. analyze how the arts are used to inform and persuade through traditional and contemporary art reforms
- * • 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
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 - 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 c. analyze how careers in the arts are expanding based on new technologies and societal change

Essential Learning 2 (Learning Standard B)	Understand how the arts shape and reflect history, society and everyday life
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| Critical Content | <p>27.B.4a a. analyze and classify the distinguishing characteristics of historical and contemporary art works by style, period, and culture</p> <p>* <ul style="list-style-type: none"> • 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) </p> <p>27.B.4b b. understand how the arts change in response to changes in society</p> <p>* <ul style="list-style-type: none"> • 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) </p> <p>27.B.5 c. analyze how the arts shape and reflect ideas, issues or themes in a particular historical period</p> |
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