



# Intermediate/Advanced Chorus

## **Music (Chorus)- Year at a Glance**

M/J Chorus 2, 3 and 4

Course # 1303010, #1303020 and #1303030

**A Note to Parents:** This is a year-long course.

Please note: the units of study listed below indicate the course sequence. Instructional pacing may vary.

The following Benchmarks in Music are Addressed Daily in Chorus Rehearsals. They are considered over-arching Music Benchmarks:

- Identify, aurally, a variety of vocal styles and ensembles.
- Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal
- Describe the functions of music from various cultures and time periods.
- Classify the literature being studied by genre, style, and/or time period.
- Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- Discuss how the absence of music would affect other content areas and contexts.
- Compare performances of a musical work to identify artistic choices made by performers.
- Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
- Sing or play melodies by ear with support from the teacher and/or peers.
- Sing and/or play age-appropriate repertoire expressively.
- Demonstrate proper vocal technique.
- Sight-read standard exercises and simple repertoire.
- Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
- Sustain focused attention, respect, and discipline during classes and performances.

## **Course Description**

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## **CPALMS Link**

Please follow the link below to learn more about the course expectations, the course standards, and to access student resources. The student resources include Florida Department of Education recommended resources that students can use to learn the concepts and skills in this course.

M/J Chorus 2 <https://www.cpalms.org/PreviewCourse/Preview/4171>

M/J Chorus 3 <https://www.cpalms.org/PreviewCourse/Preview/4173>

	Unit of Study	
<b>Quarter 1</b> Aug 10 – Oct 12	<b><i>Knowledge and Care of Your Voice</i></b>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> <li>Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</li> <li>Demonstrate proper vocal technique.</li> <li>Compare performances of a musical work to identify artistic choices made by performers.</li> <li>Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</li> </ul>
<b>Quarter 2</b> Oct 13 – Dec 22	<b><i>Classifying Musical Genres</i></b>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> <li>Develop strategies for listening to unfamiliar musical works.</li> <li>Identify, aurally, a variety of vocal styles and ensembles.</li> <li>Describe the functions of music from various cultures and time periods.</li> <li>Classify the literature being studied by genre, style, and/or time period.</li> <li>Apply specific criteria</li> <li>Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</li> </ul>
<b>Quarter 3</b> Jan 11 – Mar 11	<b><i>Music Performance Assessments</i></b>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> <li>Sing and/or play age-appropriate repertoire expressively.</li> <li>Demonstrate proper vocal technique.</li> <li>Sight-read standard exercises and simple repertoire.</li> <li>Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.</li> <li>Critique personal</li> </ul>
<b>Quarter 4</b> Mar 22 – May 27	<b><i>Skills Assessment, Audition Preparation and Technology</i></b>	<p>See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> <li>Sing and/or play age-appropriate repertoire expressively.</li> <li>Sustain focused attention, respect, and discipline during classes and performances.</li> <li>Investigate and discuss laws that protect intellectual property, and practice safe, legal and responsible acquisition and use of musical media.</li> <li>Discuss how concert attendance can financially impact a community.</li> <li>Describe several routes a composition or performance could travel from creator to consumer.</li> </ul>

## Course Resources

- Essential Elements for Choir
- Choral Connections
- Essential Elements for Listening
- Various Octavos
- Sheet Music Plus: <http://www.sheetmusicplus.com/>