

# Year at a Glance



## Chorus 5 Honors and Chorus 6 Honors

# 1303340 and #1303350

### 2021-2022 School Year

#### Course Description:

**Chorus 5 Honors:** This year-long, advanced class is designed for students with previous participation in a high school chorus who have demonstrated a capacity for developing advanced listening/aural skills and advanced knowledge of vocal techniques, musical literacy, and choral performance. Chorus V focuses on development and application of these skills and provides opportunities for aesthetic engagement and making individual musical choices, where appropriate, while preparing a variety of high-quality choral literature.

**Chorus 6 Honors:** This year-long, very advanced class is designed for students who have demonstrated a capacity for developing very advanced listening/aural skills and performance techniques, as well as very advanced knowledge of vocal techniques, musical literacy, ensemble skills, and related musical knowledge. Chorus VI focuses on managing, mastering, and refining these skills and techniques through a variety of high-quality choral literature at a high level of aesthetic engagement. Musical independence and student leadership are promoted through significant opportunities for peer mentoring, solo work, and participation as a performer, conductor, or coach in a small or large ensemble.

**Honors and Advanced Level Course Note:** Advanced courses require a greater demand on students through increased academic rigor. Academic rigor is obtained through the application, analysis, evaluation, and creation of complex ideas that are often abstract and multi-faceted. Students are challenged to think and collaborate critically on the content they are learning. Honors level rigor will be achieved by increasing text complexity through text selection, focus on high-level qualitative measures, and complexity of task. Instruction will be structured to give students a deeper understanding of conceptual themes and organization within and across disciplines. Academic rigor is more than simply assigning to students a greater quantity of work.

#### Standards:

Available on [CPalms](#)

[Chorus 5 Honors](#)

[Chorus 6 Honors](#)

**Note: Teachers may use additional resources as listed on individual classroom syllabi. For specific questions regarding individual classrooms, please contact the teacher for clarification.**

**This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.**

**The following Benchmarks in Music are addressed daily in chorus rehearsals. They are considered over-arching Music Benchmarks:**

- Evaluate and make appropriate adjustments to personal performance in solo and ensembles.
- Transfer accepted composition conventions and performance practices of a specific style to a contrasting style of music.
- Interpret and perform expressive elements indicated by the musical score and/or conductor.
- Perform and notate, independently and accurately, melodies by ear.
- Apply the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music literature.
- Transfer expressive elements and performance techniques from one piece of music to another.
- Synthesize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.
- Sight-read music accurately and expressively to show synthesis of skills.
- Develop and demonstrate proper vocal technique.

Quarter	Major Concepts/Topics
1	<p><b>Vocal Performance Fundamentals</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Compare and perform a variety of vocal styles and ensembles.</li> <li>• Evaluate one’s own or other’s compositions and/or improvisations and generate improvements independently or cooperatively.</li> <li>• Transpose melodies into different modalities through performance and composition.</li> <li>• Improvise rhythmic and melodic phrases over harmonic progressions.</li> </ul>
2	<p><b>Music Fundamentals</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Apply listening strategies to promote appreciation and understanding of unfamiliar works.</li> <li>• Investigate and discuss how a culture’s traditions are reflected through its music.</li> <li>• Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class.</li> <li>• Compare two or more works of a composer across performance media.</li> <li>• Analyze music within cultures to gain understanding of authentic performance practices.</li> <li>• Evaluate the social impact of music on specific historical periods.</li> <li>• Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.</li> <li>• Compose music for voices and/or acoustic, digital, or electronic instruments.</li> <li>• Arrange a musical work by manipulating two or more aspects of the composition.</li> <li>• Transcribe aurally presented songs into melodic and/or rhythmic notation to show synthesis of aural and notational skills.</li> </ul>

This guide represents a recommended sequence that can be used voluntarily by teachers. Dates may vary depending on individual classrooms. For specific questions regarding pacing please contact the individual teacher for clarification.

3	<p><b>MPA and Critical Thinking</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Compare, using correct music vocabulary, the aesthetic impact of two or more performances of a musical work to one’s own hypothesis of the composer’s intent.</li> <li>• Evaluate performance quality in recorded and/or live performances.</li> <li>• Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music.</li> <li>• Define, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.</li> <li>• Design and implement a personal learning plan, related to the study of music, which demonstrates self-assessment, brain-storming, decision-making, and initiative to advance skills and/or knowledge.</li> <li>• Analyze how Western music has been influenced by historical and current world cultures.</li> <li>• Analyze current musical trends, including audience environments and music acquisition, to predict possible directions in music.</li> <li>• Analyze the evolution of a music genre.</li> <li>• Combine personal interest with skills and knowledge from a non-music class to explore, design, and present a music-based or music-enhanced topic of interest to demonstrate the ability to make transfers across contexts.</li> <li>• Analyze expressive elements in a musical work and describe how the choices and manipulations of the elements support, for the listener, the implied meaning of the composer/performer.</li> <li>• Sight-read music accurately and expressively to show synthesis of skills.</li> <li>• Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.</li> </ul>
4	<p><b>Musical and Extra-Musical Concepts and Copyright</b>  <b>See over-arching Music Benchmarks above.</b></p> <ul style="list-style-type: none"> <li>• Analyze and describe how meeting one’s responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.</li> <li>• Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.</li> <li>• Examine the effects of developing technology on composition, performance, and acquisition of music.</li> <li>• Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance.</li> <li>• Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.</li> <li>• Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.</li> <li>• Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.</li> <li>• Compare the organizational structure of a professional orchestra, chorus, quintet, or other ensemble to that of a business.</li> </ul> <p><b>Additional Standards for Chorus 6 Honors</b></p> <ul style="list-style-type: none"> <li>• Incorporate or adapt new, emerging, or previously unfamiliar technology to create an innovative composition, music project, or related product.</li> </ul>