

Year at a Glance

Chorus 3 and 4

1303320 and #1303330

2021-2022 School Year



Course Description:

Orchestra 3: This year-long, formative class, designed for students with previous participation in a school chorus who have basic knowledge of note-reading and vocal technique, concentrates on providing students opportunities to strengthen existing skills in critical listening, vocal techniques, and ensemble performance using high-quality three- and four-part choral literature. Rehearsals focus on gaining independence in music literacy and aesthetic engagement through critical listening and thinking skills.

Orchestra 4: This year-long, intermediate-level class is designed for students with previous participation in a high school chorus and moderate skills in critical listening, vocal techniques, music literacy, and choral performance. Rehearsals focus on enhancing these skills and students' aesthetic engagement with music through a variety of high-quality three- and four-part choral literature, providing students with the means to learn how to reflect and use a combination of analytical, assessment, and problem-solving skills consistently to improve their own and others' performance.

Standards:

Available on [CPalms](#)

[Chorus 3](#)

[Chorus 4](#)

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>Vocal Performance Fundamentals See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Evaluate the organizational principles and conventions in musical works and discuss their effect on structure.
2	<p>Music Fundamentals See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • Apply listening strategies to promote appreciation and understanding of unfamiliar works. • Investigate and discuss how a culture’s traditions are reflected through its music. • Compare the work of, and influences on, two or more exemplary composers in the performance medium studied in class. • Compare two or more works of a composer across performance media. • Analyze music within cultures to gain understanding of authentic performance practices. • Evaluate the social impact of music on specific historical periods. <p>Additional Standards for Chorus 4</p> <ul style="list-style-type: none"> • Arrange a musical work by manipulating two or more aspects of the composition.
3	<p>MPA and Critical Thinking See over-arching Music Benchmarks above.</p> <ul style="list-style-type: none"> • 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. • Evaluate performance quality in recorded and/or live performances. • Make critical evaluations, based on exemplary models, of the quality and effectiveness of performances and apply the criteria to personal development in music. • 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. • 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. • Analyze how Western music has been influenced by historical and current world cultures. • Analyze the evolution of a music genre. • 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. • Sight-read music accurately and expressively to show synthesis of skills. • Analyze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques. <p>Additional Standards for Chorus 4</p> <ul style="list-style-type: none"> • Analyze current musical trends, including audience environments and music acquisition, to predict possible directions of music.
4	<p>Musical and Extra-Musical Concepts and Copyright See over-arching Music Benchmarks above.</p>

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| | <ul style="list-style-type: none">• 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.• Summarize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.• Apply knowledge of science, math, and music to demonstrate, through an acoustic or digital performance medium, how sound production affects musical performance. |
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Additional Standards for Chorus 4

- Analyze and evaluate the effect of "traditional" and contemporary technologies on the development of music.
- Design or refine a résumé for application to higher education or the workforce that highlights marketable skills and knowledge gained through music training.
- Analyze the effect of the arts and entertainment industry on the economic and social health of communities and regions.
- Examine the effects of developing technology on composition, performance, and acquisition of music.