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| <b>DEPARTMENT: MUSIC</b> | <b>COURSE TITLE: CHORUS</b><br><b>COURSE NUMBER: 662</b> |
| <b>GRADE(S): 9</b>       | <b>PRE-REQUISITES (IF ANY):</b>                          |

| <b>UNIT</b>   | <b>LENGTH</b> | <b>CONTENT</b>    | <b>SKILLS</b>   | <b>METHODS OF ASSESSMENT</b>  | <b>FRAMEWORK STRAND(S) &amp; STANDARD(S)</b>   |
|---|---------------|-------------------|---|---|--|
| <b>NOTE:</b> Due to the nature of this performance-based course, the curriculum is divided by content rather than by units. | Year          | Participation     | Students will: <ul style="list-style-type: none"> <li>Engage in rehearsals.</li> <li>Attend concerts.</li> <li>Work toward group goals.</li> </ul>  | <ul style="list-style-type: none"> <li>Daily observation of students</li> <li>Concert attendance</li> </ul> | <p>Creating and Performing<br/>1, 2</p> <p>Thinking and Responding<br/>4</p> <p>Connecting and Contributing<br/>5, 8</p>       |
|   | Year          | Performance       | Students will: <ul style="list-style-type: none"> <li>Sing independently within an ensemble.</li> <li>Attend concerts.</li> </ul>   | <ul style="list-style-type: none"> <li>Daily observation of students</li> <li>Concert attendance</li> </ul> | <p>Creating and Performing<br/>1, 2</p> <p>Thinking and Responding<br/>3, 4</p> <p>Connecting and Contributing<br/>5, 6, 8</p> |
|   | Year          | Literature        | Students will: <ul style="list-style-type: none"> <li>Experience music from a variety of stylistic periods, cultures and world languages including Baroque/Classical, Folk/Jazz/Pop, Broadway, Spirituals, and different cultures.</li> </ul> | <ul style="list-style-type: none"> <li>Daily observation of students</li> </ul>                             | <p>Creating and Performing<br/>1, 2</p> <p>Thinking and Responding<br/>3, 4</p> <p>Connecting and Contributing<br/>5, 6, 8</p> |
|   | Year          | Vocal Development | Students will: <ul style="list-style-type: none"> <li>Demonstrate correct body posture.</li> <li>Demonstrate proper breathing techniques.</li> </ul>  | <ul style="list-style-type: none"> <li>Daily observation of students</li> </ul>                             | <p>Creating and Performing<br/>2</p> <p>Thinking and</p>   |

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|  |      |                     | <ul style="list-style-type: none"> <li>• Demonstrate clear enunciation.</li> <li>• Demonstrate correct pronunciation.</li> <li>• Sing a given pitch in tune.</li> <li>• Develop and blend the head and chest voice.</li> </ul>  |   | <p>Responding<br/>4</p> <p>Connecting and Contributing<br/>5, 6</p>   |
|  | Year | Ensemble Work       | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Work to a unified sound.</li> <li>• Demonstrate ability to follow conductor's gestures.</li> <li>• Sing in SAB and SATB.</li> <li>• Sing in antiphonal settings.</li> <li>• Listen to and respond to other members of the ensemble.</li> <li>• Apply skills of group participation through effective communication, patience, tolerance, and appreciation of peers.</li> <li>• Adjust intonation to an instrument and/or other singers.</li> </ul>                   | <ul style="list-style-type: none"> <li>• Daily observation of students</li> </ul> | <p>Creating and Performing<br/>1, 2</p> <p>Thinking and Responding<br/>3, 4</p> <p>Connecting and Contributing<br/>8</p>    |
|  | Year | Musical Development | <p>Students will:</p> <ul style="list-style-type: none"> <li>• Understand dynamics of PP/P/mp/mf/F/FF.</li> <li>• Sight-read diatonic melodies including skips up to an octave.</li> <li>• Sight-read melodies including some chromatic tones.</li> <li>• Speak rhythms involving various combinations of notes and rests in simple and compound meter.</li> <li>• Identify and shape melodic phrases.</li> <li>• Use editing to indicate articulation, pronunciation, and areas of difficulty or importance in a score.</li> </ul> |   | <p>Creating and Performing<br/>1, 2</p> <p>Thinking and Responding<br/>3, 4</p> <p>Connecting and Contributing<br/>6, 7</p> |