

DEPARTMENT: MUSIC	COURSE TITLE: CHORALE COURSE NUMBER: 661
GRADE(S): 10-12	PRE-REQUISITES (IF ANY): HAVE SUNG IN HIGH SCHOOL CHORUS

UNIT	LENGTH	CONTENT	SKILLS	METHODS OF ASSESSMENT	FRAMEWORK STRAND(S) & STANDARD(S)
NOTE: 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"> Engage in rehearsals. Attend concerts. Work toward group goals. 	<ul style="list-style-type: none"> Daily observation Concert attendance 	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 4</p> <p>Connecting and Contributing 5, 8</p>
	Year	Performance	Students will: <ul style="list-style-type: none"> Sing independently within an ensemble. Attend concerts. 	<ul style="list-style-type: none"> Daily observation of students 	<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 3, 4</p> <p>Connecting and Contributing 5, 6, 8</p>
	Year	Literature	Students will: <ul style="list-style-type: none"> Experience music from a variety of stylistic periods, cultures and world languages including Baroque/Classical, Folk/Jazz/Pop, Broadway, Spirituals, and different cultures. 		<p>Creating and Performing 1, 2</p> <p>Thinking and Responding 3, 4</p> <p>Connecting and Contributing 5, 6, 8</p>
	Year	Vocal Development	Students will: <ul style="list-style-type: none"> Practice correct body posture. Practice proper breathing techniques. 	<ul style="list-style-type: none"> Daily observation of students 	<p>Creating and Performing 2</p> <p>Thinking and</p>

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