

PROGRAM DESCRIPTION

Chorus is open to all students in grades seven and eight. It is a full-year, co-curricular course that meets every day during Period 8. The ensemble examines choral elements of art, classical, folk, and popular music. In addition, students are encouraged to become life-long music learners and appreciators. Students are also given opportunities for outside performance and audience experience (i.e. singing the National Anthem at a Phillies game, performing in the Cape May Music Festival, or seeing a Broadway show or other performance). Introductory musical elements are explored, and creativity and musicality is stressed and demonstrated through performance. The recommended sequence is two years at the junior high level followed by four years at the high school level, allowing for a solid foundation of choral experience. Standards and objectives are used continuously throughout the year.

PROGRAM SCOPE AND SEQUENCE

- I. Sound Production
 - a. Proper posture
 - i. Standing
 - 1. Head, hips, and heels in line
 - 2. Feet are slightly apart, knees slightly bent, shoulders relaxed
 - ii. Sitting
 - 1. Head and hips are in line
 - 2. Feet are flat on the floor
 - 3. Backs are straight and away from the backs of the chairs
 - b. Breathing
 - i. Inhale
 - 1. Diaphragm drops
 - 2. Stomach expands, shoulders stay down
 - 3. Lungs expand
 - ii. Exhale
 - 1. Diaphragm rises
 - 2. Stomach goes in, shoulders stay down
 - 3. Lungs deflate
 - c. Order
 - i. Brain
 - ii. Ears
 - iii. Breathing process
 - iv. Vocal folds
 - d. Warm-ups: why?
 - i. Maintains posture
 - ii. Awareness of breathing
 - iii. Vocalizes stress specific singing concepts
 - e. Vowel formation
 - i. Pure vowels
 - 1. Ah
 - 2. Eh
 - 3. Ee
 - 4. Aw
 - 5. Oo
 - ii. Diphthongs

II. Rhythm

a. Notation

i. Notes and rests

1. Whole note/rest
2. Half note/rest; dotted half note/rest
3. Quarter note/rest
4. Eighth note/rest
5. Sixteenth note/rest

b. Labeling

- i. Counts of rhythm patterns (especially for tricky phrases)
- ii. Syllables
 1. Quarter or larger- Ta
 2. Eighth- Ti

c. Meter Signatures

- i. Beats per measure
- ii. Examples
 1. 2/4
 2. 3/4
 3. 4/4= C= Common time
 4. 5/4
 5. 6/8

d. Triplets

- i. 3 notes into the value of 3

e. Ties- add values of like pitches

f. General terms

- i. Beat
- ii. Measure
- iii. Barline
- iv. Double barline
- v. Repeat sign
- vi. Staff
- vii. Fermata

III. Pitch

a. Definition- high or low

b. Treble clef

- c. Accidentals
 - i. Sharp
 - ii. Flat
 - iii. Natural
 - d. Solfeg syllables- Do, re, mi, fa, sol, la, ti, do
 - e. Koldaly/hand signs
- IV. Dynamics
- a. Piano- *p*- soft
 - i. Mezzo piano
 - ii. Pianissimo
 - b. Forte- *f*- loud
 - i. Mezzo forte
 - ii. Fortissimo
 - c. Changes
 - i. Crescendo
 - ii. Decrescendo
 - iii. Diminuendo- dim
- V. Articulation
- a. Staccato
 - b. Legato
 - i. Slur
 - ii. Phrase mark
 - c. Accent
 - i. ^
 - ii. >
 - iii. Marcato
- VI. Tempo
- a. Definition- the speed of the music
 - b. Determined by the metronome marking or the conductor's cue
 - c. Changes
 - i. Accelerando
 - ii. Ritardando
 - iii. A tempo
- VII. Harmony
- a. Intervals
 - i. Unison
 - ii. Octave

- iii. Step vs. skip
 - b. Voicing
 - i. Soprano/Alto- SA
 - ii. Soprano/Alto/Baritone- SAB
 - iii. Three part mix
- VIII. People/Groups
 - a. People
 - i. Composer
 - ii. Lyricist
 - iii. Arranger
 - iv. Conductor
 - v. Accompanist
 - vi. Soloist
 - b. Groups
 - i. Duet
 - ii. Trio
 - iii. Quartet
 - iv. Quintet
- IX. Rehearsal Expectations
 - a. Follow common sense and courtesy
 - b. Examples
 - i. Be on time!
 - ii. Be prepared!
 - iii. Don't talk while you are supposed to be singing!
 - iv. No gum!
 - v. Use good posture
 - vi. Participate in warm-ups and rehearsal!
 - vii. Be respectful
- X. Concert Etiquette
 - a. Follow Common sense and courtesy
 - i. Examples
 - 1. No talking
 - 2. Do not chew gum/crack gum/blow bubbles
 - 3. No candy wrappers
 - 4. Do not arrive late or leave early
 - 5. Applaud at the right times
 - 6. No excessive noise or disruption

PROGRAM INSTRUCTIONAL OBJECTIVES

These objectives are used continuously throughout the year.

TSWBATD: The students will be able to demonstrate

1. TSWBATD the ability to use the notation of music
2. TSWBATD the ability to use the vocabulary of music
3. TSWBATD a knowledge of music's relationship to man and life
4. TSWBATD an attitude of respect for music as an art, a science, and profession
5. TSWBATD the ability to respond to music emotionally, aesthetically, and intellectually
6. TSWBATD a knowledge of musical/choral literature from many genres and cultures
7. TSWBATD the ability to make music alone and with others
8. TSWBATD an appreciation of the difficulty in performing and learning to perform
9. TSWBATD the ability to memorize
10. TSWBATD the ability to breathe properly
11. TSWBATD the ability to follow visual and verbal direction
12. TSWBATD the knowledge of performance courtesy, both as a performer and audience member
13. TSWBATD an appreciation for life-long musical learning!

EVALUATION PROCEDURES

1. Oral work
 - a. Rhythm and pitch- labels and syllables
2. Hand signals
3. Rehearsal discussion and participation
4. Maintenance of materials
5. Daily preparation and participation
6. Knowledge of repertoire- singing checks and concerts

MATERIALS

1. Appropriate choral literature- for voicing- from many genres: art, folk, classical, world, and popular.
2. Recordings as needed.

**NEW JERSEY CORE CURRICULUM CONTENT STANDARDS FOR VISUAL AND
PERFORMING ARTS:**

1.1.8.B.1- Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.

1.1.8.B.2- Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.

1.2.8.A.2- Differentiate past and contemporary works of music that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

1.2.8.A.3- Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.

1.3.8.B.1- Perform vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.

1.3.8.B.2- Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.

1.3.8.B.3- Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff.

1.4.8.A.1- Generate observational and emotional responses to diverse culturally and historically specific works of music.

1.4.8.A.2- Identify works of music that are used for utilitarian and non-utilitarian purposes.

1.4.8.A.3- Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras.

1.4.8.A.4- Compare and contrast changes in the accepted meanings of known artworks over time, given shifts in societal norms, beliefs or values.

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1.4.8.A.5- Interpret symbolism and metaphors embedded in works of music

1.4.8.A.6- Differentiate between “traditional” works of art and those that do not use conventional elements of style to express new ideas.

1.4.8.A.7- Analyze the form, function, craftsmanship, and originality of representative works of music.

1.4.8.B.1- Evaluate the effectiveness of a work of art by differentiating between the artist’s technical proficiency and the work’s content or form.

COMMON CAREER TECHNICAL CORE

Career Ready Practices

1. Act as a responsible and contributing citizen and employee.
2. Apply appropriate academic and technical skills.
3. Attend to personal health.
4. Communicate clearly, effectively, and with reason.
5. Consider the environmental and social impacts of decisions.
6. Demonstrate creativity and innovation.
8. Utilize critical thinking to make sense of problems and persevere in solving them.
9. Model integrity, ethical leadership, and management strategies.
12. work productively in teams while using cultural/global competence.

Performing Arts Career Pathway

1. Describe the scope of the PACP and the roles of various individuals in it.
3. Perform a varied repertoire of vocal and/or instrumental music representing diverse styles, cultures, and historical periods.
4. Demonstrate a knowledge of musical theory.
7. Describe how technology and technical support enhance performing arts and productions.

CCSS- English Language Arts and Literacy (Technical Subjects)

- Determine a theme or central idea of a text and analyze its development over the course of the text (gr 7) including its relationship to the characters, setting, and plot; provide an objective summary of the text
- Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (gr 7)/analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts (gr 8).
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
- Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 and 8 reading and context, choosing flexibility from a range of strategies.
- Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
- Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

CCSS-Mathematics

Analyze proportional relationships and use them to solve real-world and mathematical problems.

Recognize and represent proportional relationships between quantities.

These standards are used continuously in each lesson, as determined by the music being learned.