

Scope and Sequence
Vocal Music Planned Course: Honors Chorus – Grades 10-12

Unit: Breathing

- a. Correct sitting posture.
- b. Correct standing posture.
- c. Proper breathing habits and breath support.

Unit: The Conductor

- a. Conducting patterns.
- b. Attacks and releases.
- c. Interpretive gestures.

Unit: Vocal Control and Tone Quality

- a. The singing mechanism.
- b. Care of the voice.
- c. Tone production.

Unit: Intonation

- a. Accurate intonation in exercises.
- b. Accurate intonation in choral repertoire.

Unit: Musical Expression

- a. Effective dynamics.
- b. Accurate articulations.
- c. Interpretive devices.

Unit: Balance and Blend

- a. Different vocal timbres in a variety of tessituras.
- b. Balance and Blend in music based on different tonal systems.

Unit: Rhythm

- a. Variety of meters.
- b. Variety of note values.
- c. Variety of rest values.

Unit: Diction

- a. Correct pronunciation of different types of vowels in English, German, Latin, French, Italian, Spanish, and other languages as necessary.
- b. Correct pronunciation of consonants in English, German, Latin, French, Italian, Spanish, and other languages as necessary.

Unit: Musical Notation and Terminology

- a. Major and minor key signatures.
- b. Tempo indications in various languages.
- c. Melodic notation devices and terminology.

Unit: Musical Forms, Cultures, and Styles

- a. Compositional devices in musical forms.
- b. Musical forms.
- c. Major style periods.
- d. Ethnic origins.

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Breathing**

Content Standard: **Develop proper breathing habits.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre.**
9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing.

Course Content	Student Performance	Resources	Assessments
A. Correct Sitting Posture	<ul style="list-style-type: none"> Demonstrate correct sitting posture <ul style="list-style-type: none"> Stretching tall, spine straight Sitting with head straight, neck relaxed, chest high, abdomen pulled straight Leaning three inches forward Positioning feet flat on floor 	<ul style="list-style-type: none"> Manuals Diagrams 	<ul style="list-style-type: none"> Student performance Teacher observation Peer observation
B. Correct Standing Posture	<ul style="list-style-type: none"> Demonstrate correct standing posture <ul style="list-style-type: none"> Stretching tall, spine straight Standing with head straight, neck relaxed, chest high, abdomen pulled straight, hands dropped at sides, feet slightly apart, weight on balls of feet Balancing forward 	<ul style="list-style-type: none"> Manuals Diagrams 	<ul style="list-style-type: none"> Student performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Breathing**

Content Standard: **Develop proper breathing habits.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing.

Course Content	Student Performance	Resources	Assessments
C. Proper Breathing Habits and Breath Support	<ul style="list-style-type: none">• Perform long tones for increased lung capacity• Perform the belly pulse exercise for support• Perform scale exercises for phrasing <p><u>Enrichment</u></p> <ul style="list-style-type: none">• Additional stretching exercises to further enhance relaxation for the singer• Additional choral music with long phrases• Staggered breathing exercises <p><u>Remediation</u></p> <ul style="list-style-type: none">• Repetition of body positioning• Repetition of breathing and support exercises	<ul style="list-style-type: none">• Piano• Blackboard• Manuscript paper• Student demonstrators	<ul style="list-style-type: none">• Student performance• Teacher observation• Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **The Conductor**

Content Standard: **Follow the conductor's directions.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, form, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Conducting Patterns	<ul style="list-style-type: none"> Sing choral music containing a variety of meters and tempi 	<ul style="list-style-type: none"> Choral music Piano Blackboard Diagrams 	<ul style="list-style-type: none"> Student performance Ensemble performance
B. Attacks and Releases	<ul style="list-style-type: none"> Practice starting and stopping isolated passages in the musical repertoire 	<ul style="list-style-type: none"> Choral music Choral warm-ups Exercises Piano 	<ul style="list-style-type: none"> Student performance Ensemble performance
C. Interpretive Gestures	<ul style="list-style-type: none"> Sing at the dynamic level indicated by the size of the conducting pattern Follow tempo indications at the discretion of the conductor <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Exposure to student conductors Exposure to guest conductors Students may play optional instruments with the chorus <p><u>Remediation</u></p> <ul style="list-style-type: none"> Repetition and imitation 	<ul style="list-style-type: none"> Choral music Exercises Piano 	<ul style="list-style-type: none"> Student performance Ensemble performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Vocal Control and Tone Quality**

Content Standard: **Demonstrate vocal control and good tone quality.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. The Singing Mechanism	<ul style="list-style-type: none"> Identify and discuss <ul style="list-style-type: none"> Soft palate Pharynx Epiglottis Esophagus Hard palate Tongue Larynx trachea 	<ul style="list-style-type: none"> Diagrams Student volunteers 	<ul style="list-style-type: none"> Quiz
B. Care of the Voice	<ul style="list-style-type: none"> Learn ways of caring for the voice <ul style="list-style-type: none"> Vocal abuse Vocal cord damage Head colds Laryngitis Allergies Tonsillitis Smoking Correct speech level 	<ul style="list-style-type: none"> Diagrams Student volunteers 	<ul style="list-style-type: none"> Quiz

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Course Content	Student Performance	Resources	Assessments
C. Tone Production	<ul style="list-style-type: none"> Practice with consistent focus on steadiness and smoothness of tone, singing on pitch, and singing with vibrato, resonance, and brilliance Produce a tone that is relaxed, controlled, supported, adjustable, easily produced, and projected Vocalize with an open throat, focusing on vocal band open wide during inhalation, tongue forward and relaxed, soft palate high and arched, and larynx low Explore head resonance, head voice, falsetto-light mechanism, chest voice, heavy mechanism, crossing breaks <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Written report <p><u>Remediation</u></p> <ul style="list-style-type: none"> Drill and practice Repetition 	<ul style="list-style-type: none"> Various warm-ups, exercises Choral music PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Student performance Ensemble performance Solo jury performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Intonation**

Content Standard: **Sing with accurate intonation.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, harmony**
9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Accurate Intonation in Exercises	<ul style="list-style-type: none"> Perform major scales, minor scales, chromatic scales, and sequences using solfeggio 	<ul style="list-style-type: none"> Rote exercises Sequence study guide 	<ul style="list-style-type: none"> Student performance Ensemble performance
B. Accurate Intonation in Choral Repertoire	<ul style="list-style-type: none"> Identify and correct intonation problems as they occur in rehearsal and performance <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Additional ear training exercises not routinely practiced Additional music for sightreading Occasional dissonant repertoire <p><u>Remediation</u></p> <ul style="list-style-type: none"> Repetition of ear training exercises Repetition of difficult passages Computer programs for ear training 	<ul style="list-style-type: none"> Choral music repertoire PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Student performance Ensemble performance Solo jury performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Expression**

Content Standard: **Demonstrate musical expression through the use of dynamics, articulations, and interpretive devices.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, rhythm, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.

B Relate works in the arts chronologically to historical events.

C Relate works in the arts to varying styles and genres and to the periods in which they were created.

I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts

Course Content	Student Performance	Resources	Assessments
A. Effective Dynamics	<ul style="list-style-type: none"> Practice and perform a variety of choral compositions and arrangements that collectively utilize the following dynamic markings <ul style="list-style-type: none"> Pianissimo Piano Mezzo piano Mezzo forte Forte Fortissimo Crescendo Decrescendo Diminuendo Fortepiano Sforzato Sforzando 	<ul style="list-style-type: none"> Choral repertoire of varying styles and historical periods PMEA graded, and other various solo literature serious in nature, of varying styles and historical periods 	<ul style="list-style-type: none"> Student performance Ensemble performance Solo jury performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Expression**

Content Standard: **Demonstrate musical expression through the use of dynamics, articulations, and interpretive devices.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, rhythm, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.

B Relate works in the arts chronologically to historical events.

C Relate works in the arts to varying styles and genres and to the periods in which they were created.

I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts

Course Content	Student Performance	Resources	Assessments
B. Accurate Articulations	<ul style="list-style-type: none"> Practice and perform a variety of choral compositions and arrangements that collectively utilize the following articulation markings <ul style="list-style-type: none"> Staccato Staccatissimo Tenuto Marcato Sforzando 	<ul style="list-style-type: none"> Choral repertoire of varying styles and historical periods PMEA graded, and other various solo literature serious in nature, of varying styles and historical periods 	<ul style="list-style-type: none"> Student performance Ensemble performance Solo jury performance
C. Interpretive Devices	<ul style="list-style-type: none"> Practice and perform a variety of choral compositions and arrangements that collectively utilize the following interpretive devices <ul style="list-style-type: none"> Legato Rubato Ritardando Accelerando Poco a poco Tenuto Allargando Rallentando Piu mosso Meno mosso 	<ul style="list-style-type: none"> Choral repertoire of varying styles and historical periods PMEA graded, and other various solo literature serious in nature, of varying styles and historical periods 	<ul style="list-style-type: none"> Student performance Ensemble performance Solo jury performance

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Unit: **Musical Expression**

Content Standard: **Demonstrate musical expression through the use of dynamics, articulations, and interpretive devices.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, rhythm, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.

B Relate works in the arts chronologically to historical events.

C Relate works in the arts to varying styles and genres and to the periods in which they were created.

I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Con molto • Stringendo • Morendo <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Listen to professional and other amateur recordings containing selections currently being studied and performed <p><u>Remediation</u></p> <ul style="list-style-type: none"> • Repetition of passages containing various dynamic levels, articulations and interpretive devices 	<ul style="list-style-type: none"> • Choral repertoire of varying styles and historical periods • PMEA graded, and other various solo literature serious in nature, of varying styles and historical periods 	<ul style="list-style-type: none"> • Student performance • Ensemble performance • Solo jury performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Balance and Blend**

Content Standard: **Demonstrate the ability to sing voice parts with acceptable balance and blend.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, harmony, rhythm, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review ,and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Different Vocal Timbres in a Variety of Tessituras	<ul style="list-style-type: none"> Perform warm-up exercises, choral compositions and choral arrangements with different tonal qualities in different vocal ranges 	<ul style="list-style-type: none"> Rote warm-up exercises Choral repertoire PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Ensemble performance Solo jury performance
B. Balance and Blend in Music Based on Different Tonal Systems	<ul style="list-style-type: none"> Sing a variety of choral compositions and choral arrangements based on the following tonalities <ul style="list-style-type: none"> Major Minor Moda Polytonal Bitonal <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Listen to professional and amateur recordings and compare vocal timbres <p><u>Remediation</u></p> <ul style="list-style-type: none"> Additional vocal exercises using a variety of vocal timbres 	<ul style="list-style-type: none"> Choral repertoire 	<ul style="list-style-type: none"> Ensemble performance

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Rhythm**

Content Standard: **Sing voice parts with rhythmic accuracy.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Variety of Meters	<ul style="list-style-type: none"> Understand the function of the top and bottom numbers in any given meter Sing in the following meters: 2/2, 3/2, 4/2, 2/4, 3/4, 4/4, 5/4, 6/4, 7/4, 2/8, 3/8, 4/8, 5/8, 6/8, 7/8, 9/8, 12/8 and others 	<ul style="list-style-type: none"> Choral music Piano Blackboard diagrams Rhythm charts and exercises Solfeggio exercises in varied meters PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Student performance Solo jury performance Teacher observation Peer observation
B. Variety of Note Values	<ul style="list-style-type: none"> Discuss and review note values <ul style="list-style-type: none"> Whole note Half note Quarter note Eighth note Sixteenth note Dotted whole note Dotted half note Dotted quarter note Dotted eighth note Dotted sixteenth note Eighth note triplet Quarter note triplet Others 	<ul style="list-style-type: none"> Choral music Piano, Blackboard Diagrams Rhythm charts and exercises Solfeggio exercises with different note values 	<ul style="list-style-type: none"> Student performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Rhythm**

Content Standard: **Sing voice parts with rhythmic accuracy.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
C. Variety of Rest Values	<ul style="list-style-type: none"> Discuss and review rest values <ul style="list-style-type: none"> Whole rest Half rest Quarter rest Eighth rest Sixteenth rest Dotted whole rest Dotted half rest Dotted quarter rest Dotted eighth rest Dotted sixteenth rest Others <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Student learn conducting patterns Listen to recordings of all types of music and discuss the possible meters for each Sight read extra choral literature and exercises Count, clap and tap various notated rhythms, while whispering the rests <p><u>Remediation</u></p> <ul style="list-style-type: none"> Repetition Drill and practice 	<ul style="list-style-type: none"> Choral music Piano Blackboard Diagrams Rhythm charts and exercises Solfeggio exercises with different rest values PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Student performance Solo jury performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Diction**

Content Standard: **Sing voice parts with good diction in a variety of languages.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Correct Pronunciation of Different Types of Vowels in English, German, Latin, French, Italian, Spanish and Other Languages as Necessary	<ul style="list-style-type: none"> Sing music in a variety of languages which collectively use the following types of vowels: Bright vowels, dark vowels, migrating vowels, pure vowels, diphthongs, vanish vowels, semi vowels, triphthongs, and quadthongs 	<ul style="list-style-type: none"> Choral music Diagrams Manuals Vocal exercises PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Student performance Solo jury performance Teacher observation Peer observation
B. Correct Pronunciation of Consonants in English, German, Latin, French, Italian, Spanish and Other Languages as Necessary	<ul style="list-style-type: none"> Sing music in a variety of languages using voiced and unvoiced consonants, with correct articulation and enunciation <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Guest clinicians/conductors to work with students on a particular selection in a foreign language <p><u>Remediation</u></p> <ul style="list-style-type: none"> Repetition 	<ul style="list-style-type: none"> Choral music Diagrams Manuals Vocal exercises 	<ul style="list-style-type: none"> Student performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Notation and Terminology**

Content Standard: **Demonstrate knowledge of basic musical notation and terminology.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, form, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
A. Major and Minor Key Signatures	<ul style="list-style-type: none"> Discuss key signatures in the choral music repertoire as they occur Identify temporary modulations as they occur within the choral music repertoire 	<ul style="list-style-type: none"> Manuals Diagrams Choral music Discussion PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation
B. Tempo Indications in Various Languages	<ul style="list-style-type: none"> Discuss the meaning of tempo terms within the choral repertoire <ul style="list-style-type: none"> Allegro Moderato Andante Allegretto Adagio Vivace Presto Largo Lento Larghetto Grave Others 	<ul style="list-style-type: none"> Flash cards Music dictionaries Diagrams Discussion Choral music 	<ul style="list-style-type: none"> Test Quiz Student performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Notation and Terminology**

Content Standard: **Demonstrate knowledge of basic musical notation and terminology.**

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Course Content	Student Performance	Resources	Assessments
C. Melodic Notation Devices and Terminology	<ul style="list-style-type: none"> Discuss the following terms within the choral repertoire <ul style="list-style-type: none"> Staff Ledger line Clef Measure Barline Fermata Breath mark Repeat sign Ties Slurs Accidentals D.C. al Fine D.C. al Coda Divisi Phrase a tempo Tempo I Tempo Primo alla breve Chromatic Enharmonic Simile Grand pause L'istesso tempo Meno Molto 	<ul style="list-style-type: none"> Flash cards Music dictionaries Diagrams Discussion Choral music PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Notation and Terminology**

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9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts. Music: sing, read music.

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> • Piu • Sforzando • Fortepiano • Ottava • 8va • Subito • Tacet • Attaca • Sempre • Caesura • con • Senza • Glissando • Flat • Sharp • Natural • Double flat • Double sharp • Interval <p><u>Enrichment</u></p> <ul style="list-style-type: none"> • Discussion of modes and other scales as they occur within the choral music repertoire • Written reports <p><u>Remediation</u></p> <ul style="list-style-type: none"> • Drill and practice • Repetition 	<ul style="list-style-type: none"> • Flash cards • Music dictionaries • Diagrams • Discussion • Choral music • PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> • Test • Quiz • Student performance • Solo jury performance • Teacher observation • Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Forms, Cultures, and Styles**

Content Standard: **Recognize different musical forms and music of different cultures and styles.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, form, genre, harmony, rhythm, texture.**

9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: sing, read music.

9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.

9.2.9-12B Relate works in the arts chronologically to historical events.

9.2.9-12C Relate works in the arts to varying styles and genre and to the periods in which they were created.

9.2.9-12E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.

9.2.9-12G Relate works in the arts to geographic regions.

9.2.9-12I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.

9.2.9-12J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.

9.2.9-12K Identify, explain, and analyze traditions as they relate to works in the arts

9.2.9-12L Identify, explain, and analyze common themes, forms, and techniques from works in the arts.

Course Content	Student Performance	Resources	Assessments
A. Compositional Devices in Musical Forms	<ul style="list-style-type: none"> Discuss compositional devices within the choral repertoire <ul style="list-style-type: none"> Repetition and contrast Section Introduction Solo/duet/trio/quartet Coda Accompaniment Theme Motive Counter melody Descant Polyphony Counterpoint Augmentation Diminution Antiphonal singing Homophony 	<ul style="list-style-type: none"> Choral music Textbooks Diagrams Music dictionary PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Forms, Cultures, and Styles**

Content Standard: **Recognize different musical forms and music of different cultures and styles.**

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9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: sing, read music.
9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.
9.2.9-12B Relate works in the arts chronologically to historical events.
9.2.9-12C Relate works in the arts to varying styles and genre and to the periods in which they were created.
9.2.9-12E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
9.2.9-12G Relate works in the arts to geographic regions.
9.2.9-12I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.
9.2.9-12J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.
9.2.9-12K Identify, explain, and analyze traditions as they relate to works in the arts
9.2.9-12L Identify, explain, and analyze common themes, forms, and techniques from works in the arts.

Course Content	Student Performance	Resources	Assessments
B. Musical Forms	<ul style="list-style-type: none"> Discuss different forms within the choral repertoire <ul style="list-style-type: none"> Canon Round Waltz Theme and variations Binary Ternary Hymn (verse, chorus, refrain) Rondo Overture 	<ul style="list-style-type: none"> Choral music Textbooks Diagrams Music dictionary PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation
C. Major Style Periods	<ul style="list-style-type: none"> Discuss different style periods <ul style="list-style-type: none"> Renaissance Baroque Classical Romantic Twentieth Century Others 	<ul style="list-style-type: none"> Choral music Textbooks Diagrams Music dictionary PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Forms, Cultures, and Styles**

Content Standard: **Recognize different musical forms and music of different cultures and styles.**

State Curriculum Standard: **9.1.9-12A Know and use the elements and principles of each art form to create works in the arts and humanities. Music: duration, intensity, pitch, timbre, form, genre, harmony, rhythm, texture.**
9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: sing, read music.
9.2.9-12A Explain the historical, cultural, and social context of an individual work in the arts.
9.2.9-12B Relate works in the arts chronologically to historical events.
9.2.9-12C Relate works in the arts to varying styles and genre and to the periods in which they were created.
9.2.9-12E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
9.2.9-12G Relate works in the arts to geographic regions.
9.2.9-12I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.
9.2.9-12J Identify, explain, and analyze historical and cultural differences as they relate to works in the arts.
9.2.9-12K Identify, explain, and analyze traditions as they relate to works in the arts
9.2.9-12L Identify, explain, and analyze common themes, forms, and techniques from works in the arts.

Course Content	Student Performance	Resources	Assessments
D. Ethnic Origins	<ul style="list-style-type: none"> Sing music of the following ethnic origins <ul style="list-style-type: none"> American Native American African Latin Mexican/Spanish Jewish Italian English French German Asian Slavic <p><u>Enrichment</u></p> <ul style="list-style-type: none"> Explore earlier style periods, including ancient and medieval Extra sight reading for further exposure 	<ul style="list-style-type: none"> Choral music PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation

Vocal Music Planned Course: Honors Chorus -- Grades 10-12

Unit: **Musical Forms, Cultures, and Styles**

Content Standard: **Recognize different musical forms and music of different cultures and styles.**

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9.1.9-12B Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. Music: sing, read music.
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9.2.9-12B Relate works in the arts chronologically to historical events.
9.2.9-12C Relate works in the arts to varying styles and genre and to the periods in which they were created.
9.2.9-12E Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts.
9.2.9-12G Relate works in the arts to geographic regions.
9.2.9-12I Identify, explain, and analyze philosophical beliefs as they relate to works in the arts.
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9.2.9-12K Identify, explain, and analyze traditions as they relate to works in the arts
9.2.9-12L Identify, explain, and analyze common themes, forms, and techniques from works in the arts.

Course Content	Student Performance	Resources	Assessments
	<ul style="list-style-type: none"> Utilize guest musicians/clinicians to further expose students to music of different ethnic origins <p><u>Remediation</u></p> <ul style="list-style-type: none"> Repetition 	<ul style="list-style-type: none"> Choral music PMEA graded, and other various solo literature serious in nature 	<ul style="list-style-type: none"> Test Quiz Student performance Solo jury performance Teacher observation Peer observation