

CHOIR

7-12

Diocese of Salt Lake City
Catholic Schools Office

Based on the Utah State Office of Education Curriculum

Choir

This course provides opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. Study includes the care and cultivation of a beautiful tone, aesthetic awareness, the ability to read music, the building of technical skills, team spirit, and responsible rehearsal habits. Students will have opportunities to experience the spontaneity of improvisation and the creative process of composition. Students will strengthen listening skills and their ability to analyze and evaluate music and music performances. Attention will also be given to relating their music experiences to personal development.

	Choir I	Choir II	Choir III
Prerequisite	None	Choir I or audition	Choir II or audition
STANDARD 1 Perform	Students will use body, voice and instruments as means of musical expression.		
	<p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> - Tone. Produce a balanced and free vocal tone with the body and breathe working together. - Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension. - Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation. <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> - Perform rhythms accurately; e.g., 	<p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> - Tone. Produce a balanced and free vocal tone with the body and breath working together. - Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension. - Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation. - Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels. - Consonants. Show how clear, crisp, 	<p>Objective A Produce a beautiful tone.</p> <ul style="list-style-type: none"> - Tone. Produce a balanced and free vocal tone with the body and breath working together. - Posture. Exhibit the right relationship between the head, neck, and torso in a singing posture free from tension. - Breathing. Breathe quietly through an open throat, preparing the throat for singing with each inhalation. - Vowels. Keep the proper vowel shape for the duration of the syllable, showing care in the upper ranges to give more space to closed vowels.

	<p>attacks, releases, accents.</p> <ul style="list-style-type: none"> - Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns, sing various scales accurately. - Successfully hold melodic and harmonic parts. - Perform a range of dynamic contrasts and tempo changes. - Match vowel colors within an ensemble. <p>Objective C Demonstrate notational literacy.</p> <ul style="list-style-type: none"> - Identify and define standard notation terms and symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. - Demonstrate use of music symbols through copying short passages (and/or writing dictated rhythms and pitches) and singing from them. - Develop and demonstrate reading fluency through singing and reading games and/or exercises. 	<p>quick, and well-articulated consonants help focus and project the voice.</p> <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> - Perform rhythms accurately; e.g., attacks, releases, accents. - Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns, sing various scales accurately. - Hold melodic and harmonic parts successfully in three-part a cappella and accompanied choral music. - Perform a range of dynamic contrasts and tempo changes with increasing control. - Match vowel colors and tone qualities within an ensemble. - Sing in musical phrases. <p>Objective C Demonstrate notational literacy.</p> <ul style="list-style-type: none"> - Explain correctly standard notation 	<ul style="list-style-type: none"> - Consonants. Show how clear, crisp, quick, and well-articulated consonants help focus and project the voice. - Resonance. Move smoothly from low to high range with an open, free, and balanced posture of the vocal mechanism. <p>Objective B Demonstrate technical performance skills.</p> <ul style="list-style-type: none"> - Perform rhythms accurately; e.g., attacks, releases, accents. - Practice and perform with habits that enable accurate intonation; e.g., listen and match the pitch, master different vocal exercise patterns. - Hold melodic and harmonic parts successfully in four-part a cappella and accompanied choral literature. - Perform a range of dynamic contrasts and tempo changes with increasing precision and control. - Match vowel colors and tone qualities within an ensemble. - Follow the conductor's indications for spontaneous changes and
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	<ul style="list-style-type: none"> - Sight-read a new piece with the correct rhythms and pitches. <p>Objective D Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> - Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits. - Demonstrate good care and use of the voice. - Explain and/or teach the principles of any of the performance objectives to classmates as needed. - Develop personal use of technical vocal terminology. - Assist in the care of supplies, facilities, and equipment. <p>Objective E Perform varied repertoire.</p> <ul style="list-style-type: none"> - Demonstrate ability to communicate 	<p>symbols in choral music.</p> <ul style="list-style-type: none"> - Demonstrate correct use of music symbols through writing dictated rhythms and pitches and singing from them. - Sight-sing readily the pitches and rhythms of melodic patterns written in a variety of keys and time signatures. - Develop reading fluency of unfamiliar songs. <p>Objective D Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> - Exhibit productive rehearsal skills; e.g., stay focused, be prepared, participate fully, respect others, maintain conscientious attendance habits. - Demonstrate good care and use of the voice. - Explain and/or teach the principles of any of the performance objectives to classmates as needed. - Improve personal use of technical vocal terminology. - Assist in the care of supplies, 	<p>adjustments.</p> <ul style="list-style-type: none"> - Demonstrate musical understanding in phrasing. <p>Objective C Demonstrate notational literacy.</p> <ul style="list-style-type: none"> - Correctly write and respond to standard notation symbols in choral music. - Sight-sing melodies fluently in unison and parts on progressive levels of music in any key and time signature. <p>Objective D Demonstrate productive rehearsal habits.</p> <ul style="list-style-type: none"> - Exhibit productive rehearsal skills; e.g., preparation, conscientious attendance, mutual respect, alertness, participation, and cooperation. - Demonstrate knowledge, care, and use of the voice. - Explain and/or teach the principles of any of the performance objectives to classmates as needed.
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	<p>meaning through choral performance..</p> <ul style="list-style-type: none"> - Perform successfully in public music representing a variety of times, cultures, and styles. -Exhibit commendable performer and audience etiquette. 	<p>facilities, and equipment.</p> <p>Objective E Perform varied repertoire.</p> <ul style="list-style-type: none"> - Demonstrate ability to communicate meaning through music. - Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles. - Exhibit commendable performer and audience etiquette. 	<ul style="list-style-type: none"> - Utilize technical vocal terminology. - Assist in the care of supplies, facilities, and equipment. <p>Objective E Perform varied repertoire.</p> <ul style="list-style-type: none"> - Demonstrate ability to communicate meaning through music to an audience. - Perform successfully in public and/or for adjudication a cappella and accompanied music from a variety of times, cultures, and styles. - Prepare and perform a solo and/or small ensemble piece with or without accompaniment. - Exhibit impeccable performer and audience etiquette.
STANDARD 2 Create	Students will improvise and compose music.		
	<p>Objective A Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> - Explore possibilities of sounds that 	<p>Objective A Improvise rhythmic and melodic ideas and phrases.</p> <ul style="list-style-type: none"> - Explore possibilities of sounds that 	<p>Objective A Improvise rhythmic and melodic ideas and phrases.</p>

	<p>can be produced with the voice.</p> <ul style="list-style-type: none"> - Improvise simple rhythms. - Improvise melodic, rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms. <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> - Notate improvised and/or dictated rhythms and pitches separately. - combine notated rhythms and pitches to make a melody and notate it on the staff. - As a group or individually, complete a composition process: improvise short melodic phrases, variations of a given phrase, and/or a consequent phrase for and antecedent phrase; invent a notation system that describes the improvise music or reminds what comes next; notate the rhythms and pitches on a staff. 	<p>can be produced with the voice.</p> <ul style="list-style-type: none"> - Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms. - Improvise simple melodies using limited pitches and/or creating variations of a familiar tune. <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> - Notate class and personal improvisations in a sketch book. - As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff. 	<ul style="list-style-type: none"> - Improvise a variety of vocal sounds. - Improvise melodic, rhythmic, and chordal call/response, question/answer activities; e.g., imitate rhythmic and thematic or melodic ideas in groups such as in drum circles or by passing the musical idea from one person to the next; sing/play back short, simple scale fragments or rhythms. - Improvise simple rhythm patterns, melodic patterns, rhythmic variations, and/or melodic embellishments on familiar melodies. <p>Objective B Record musical thoughts in standard notation.</p> <ul style="list-style-type: none"> - Notate class and personal improvisations in a sketch book. - As a group or individually, complete a composition process: create a tune according to given criteria, notate the rhythms and pitches on a staff.
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STANDARD 3	Listen/ Analyze/ Evaluate		
	<p>Students will expand music listening</p> <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> - Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation. - Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes, identify the key (find and play the key/home note), identify the form (AB, ABA, rondo, theme and variations, etc.). - Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> - List important criteria for determining the quality of a music performance. 	<p>skills and use music vocabulary to</p> <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> - Describe music events/changes as they occur in performance repertoire or in recorded examples; e.g., tempo dynamics, instrumentation. - Explain how performance repertoire is constructed; e.g., identify the meter (time signature) and any changes, identify the key (find and play the key/home note), identify the form (AB, ABA, rondo, theme and variations, etc.). - Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> - List important criteria for determining the quality of a music performance. - Using this list, identify, analyze, and evaluate strengths and weaknesses in 	<p>analyze and evaluate music.</p> <p>Objective A Analyze and evaluate musical examples.</p> <ul style="list-style-type: none"> - Summarize, using the vocabulary of music, how performance repertoire is constructed and the musical events/changes as they occur. - Analyze performance repertoire or music the class listens to by comparing and contrasting styles from a variety of cultures and time periods, describing the emotions and thoughts the music communicates and how it does so. - Make value judgments of the quality of the composition based on effectiveness of musical events, construction, and expressive effects. <p>Objective B Evaluate ensemble performances.</p> <ul style="list-style-type: none"> - List important criteria for determining the quality of a music performance. - Using this list, identify, analyze, and evaluate strengths and weaknesses in

	<ul style="list-style-type: none"> - Using this list, identify, analyze, and evaluate strengths and weaknesses in both recorded and live performances. - Prescribe adjustments needed to strengthen individual and ensemble performance. - Compare/contrast live music performances with recordings. <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> - Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. - Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments. - Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents. - Explain how the quality of own work has affected the progress and 	<p>both recorded and live performances.</p> <ul style="list-style-type: none"> - Prescribe adjustments needed to strengthen individual and ensemble performance. - Compare/contrast live music performances with recordings. <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> - Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. - Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments. - Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents. - Analyze how the quality of own work has affected the progress and performance of the whole group. 	<p>both recorded and live performances.</p> <ul style="list-style-type: none"> - Prescribe adjustments needed to strengthen individual and ensemble performance. - Compare/contrast live music performances with recordings. <p>Objective C Document personal growth as a musician.</p> <ul style="list-style-type: none"> - Using the criteria from Objective B, evaluate strengths and weaknesses in personal performance. - Organize and maintain records of completed work; e.g., recordings, journal writings, sketch book, self/peer/teacher/adjudicator assessments. - Select a piece of own completed work that most clearly illustrates personal progress and explain this choice to teacher and/or parents. - Analyze how the quality of own work has affected the progress and performance of the whole group.
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	performance of the whole group.		
STANDARD 4	Discover Meaning Students will find avenues of	understanding and communication through connecting music to personal – growth, the joy of living, traditions,	culture and history.
.	<p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> - Evaluate how the study of music expands the ability to communicate with and understand others. - Tell how music can be a joyful part of daily activities. - Describe how making music together helps develop skills and success in working with others. - Describe how self and/or class have used music to be of service to someone. - Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p>	<p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> - Evaluate how the study of music expands the ability to communicate with and understand others. - Tell how music can be a joyful part of daily activities. - Describe how making music together helps develop skills and success in working with others. - Describe how self and/or class have used music to be of service to someone. - Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p>	<p>Objective A Examine how music relates to personal development and enjoyment of life.</p> <ul style="list-style-type: none"> - Evaluate how the study of music expands the ability to communicate with and understand others. - Tell how music can be a joyful part of daily activities. - Describe how making music together helps develop skills and success in working with others. - Describe how self and/or class have used music to be of service to someone. - Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. <p>Objective B Experience how music connects us to history, culture, heritage, and community.</p>

	<ul style="list-style-type: none"> - Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. - Perform and enjoy music related to various cultures, times, and places. - Explain what the music experienced above means personally. 	<ul style="list-style-type: none"> - Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. - Perform and enjoy music related to - Perform and enjoy music related to various cultures, times, and places. - Explain what the music experienced above means personally. 	<ul style="list-style-type: none"> - Demonstrate how people celebrate, mourn, create, communicate ideas, help others, express feelings, come together, and/or enjoy themselves through music. - Perform and enjoy music related to various cultures, times, and places. - Explain what the music experienced above means personally.
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