

Advanced Chorus- Mixed

STANDARD	SKILLS and CONCEPTS	VOCABULARY
Standard 1- Singing alone and with others	H.1.1- Sing using proper vocal technique including body alignment, breath	Open throat, warm air, yawn, soft palette, glottal, projection
	H.1.2- Sing accompanied and a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and non-traditional notation.	a cappella, diction, enunciation.
	H.1.3- Sing music in four parts having a difficult level of 5 (on a scale of 1-6).	SATB, interval, balance
	H.1.4- Sing literature representing a variety of vocal styles expressively, utilizing appropriate dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire.	Dynamics, phrasing, staccato, legato
	H.1.5- Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality.	Balance, Blend, Dynamics, tone.
	H.1.6- Learn conducting patterns and techniques and follow cues of teacher and student conductors.	3/4, 3/8, 5/8, 7/8,
	H.1.7- Sing Musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB.	
	H.1.8- Sing a variety of repertoire having a difficulty level of 5 or 6 (on a scale of 1-6) with correct technique and expression. (ISSMA Group I)	
	H.1.9- Sing appropriate repertoire in a variety of styles in small ensembles, a cappella and accompanied, with one student per vocal part.	choral, pop, Broadway styles.
Standard 2- Playing an instrument alone or with others	H.2.2- Echo melodic, rhythmic, and harmonic patterns on keyboard, percussion, or original instruments.	Canon, Round, parts
	H.2.3- Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments.	
Standard 3- Reading, Notating, and interpreting music	H.3.1- Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive detail.	full score, tempo markings.
	H.3.2- Interpret non-standard notation used in various contemporary scores.	Aliatoric, dissonance, 12 tone
	H.3.3- Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method. (Group I level)	Group I, SATB, Triplet, Mixed meter, moveable Do, solfège
	H.3.4- Read and follow other voice parts in a score.	SATB, conductors score
Standard 4- Listening to, analyzing, and describing music.	H.4.1- Listen to recordings of choral repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre.	Timbre, tone, blend, balance
	H.4.2- Compare two recordings of a choral work and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.	
	H.4.3- Analyze and discuss compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, and modulation and their effect on performance.	phrasing, harmony, cadences, mixed meter
	H.4.4- Describe compositional elements in repertoire being studied that may convey a particular emotion or mood.	emotion, visual involvement

	H.4.5- Listen to, analyze, and discuss the relationship of movements or sections of larger musical works being sung such as the mass or oratorio.	Movement, Kyrie, Gloria, Form
Standard 5- Evaluating music and music performances	H.5.1- Discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers.	Overtones, intonation, melody vs. harmony, frequency
	H.5.2- Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.	blend, balance, tone, notes, rhythm
	H.5.3- Use established criteria and appropriate musical terminology to write critiques of choral concerts.	ISSMA, evaluate
	H.5.4- Establish criteria for selecting solo or small ensemble repertoire, based on level of difficulty and appropriateness for specific performance venues.	Range, difficulty, liveliness,
	H.5.5- Identify and demonstrate appropriate performance behaviors in a variety of concert venues.	silence, listening, sitting still, audience
Standard 6- Understanding relationships between music, the other arts, and disciplines outside the arts.	H.6.1- Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.	text, meaning, interpretation
	H.6.2- Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.	stance, breath support, yawn
	H.6.3- Understand accoustical properties of various performance venues and the implications for vocal production.	reverberation, blend, frequencies, projection
	H.6.4- Compare choral wroks and other art forms with similar characteristics and effects to enhance understanding and interpretation of music.	Visualization, portrayl, inner meaning
	H.6.5- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.	visual portrayl, enhance
	H.6.6- Respond to specific writing prompts such as, "How does the visual aspect of a choral performance affect the listeners' response to the music?"	
Standard 7- Understanding music in relation to history and culture.	H.7.1- Explore the genre, style, composer, and historical background of repertoire being studied.	genre, periods, styles, structure
	H.7.2- Sing in languages from various cultures using accurate pronunciation and diction, and analyze the relationship of text and music when sung in the original language as apposed to translation.	language, diction, translation
	H.7.3- Perform choral repertoire in an authentic style thet reflects its culture of origin and consider the role music plays in that culture.	style, culture, music history
	H.7.4- Understand and describe characteristics of musical works and vocal styles that make them appropriate for specific situations.	voice placement, culture, audience
	H.7.5- Research and write an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an "informance."	
	H.7.6- Discuss opportunities and preparation for further study and careers in vocal music.	professional, education, life long skill