

Beginning Chorus- Women's

STANDARD	SKILLS and CONCEPTS	VOCABULARY
Standard 1- Singing alone and with others	H.1.1- Sing using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance.	Open throat, warm air, yawn.
	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 (three parts) having a difficult level of 3 (on a scale of 1-6). Will sing Indiana Group III	SSA, 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.	Downbeat, ictus, Time signature
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.	piano, forte, allegro, staccato, legato
	H.3.2- Interpret non-standard notation used in various contemporary scores.	scoop, spoken word
	H.3.3- Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method. (Group III level)	Group III, SSA, Solfège, rhythm
	H.3.4- Read and follow other voice parts in a score.	SSA
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.	endings, breath marks,
	H.4.4- Describe compositional elements in repertoire being studied that may convey a particular emotion or mood.	happy, sad, major, minor
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.	dynamics, tone, phrasing
	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.	
	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 acoustical properties of various performance venues and the implications for vocal production.	reverberation, blend
	H.6.4- Compare choral works and other art forms with similar characteristics and effects to enhance understanding and interpretation of music.	
	H.6.5- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.	visual portrayl, enhance

