

# FRESHMAN CHORUS

LENGTH OF TIME: 1 semester, 90 minutes every other day

GRADE LEVEL: 9

## COURSE STANDARDS:

This course will focus on the transition from middle school vocal curriculum to high school. As a result of this class, students will be able to:

1. Demonstrate proper singing posture and breath control. (NMCS MU:Cr1; PA Std 9.1 a, c, g)
2. Show ability to sing with acceptable tone quality and pitch accuracy with or without accompaniment. (NMCS MU:Cr 1, Pr4, 5; PA Std 9.1 a, b, c; 9.3, 9.4)
3. Improve vocally by displaying more volume, better breath control and beginnings of legitimate vocal technique. (NMCS MU:Cr1, Pr4, 5; PA Std 9.1, 9.3, 9.4)
4. Review music theory and music history - reading notes, reading rhythms, intervals, dynamics, key signatures, time signatures and history of vocal music from Middle Ages to Modern. (NMCS MU:Pr4; PA Std 9.1, 9.2, 9.3, 9.4)
5. Demonstrate through performance proper phrasing and interpretation as indicated by the score or by the choral conductor. (NMCS MU:Pr4, 5; PA Std 9.1, 9.2, 9.3, 9.4)
6. Sing his/her voice part against other parts. (NMCS MU:Pr4; PA Std 9.1, 9.3, 9.4)
7. Demonstrate an acceptable beginning level of sight-singing. (NMCS MU:Pr6; PA Std 9.1)
8. Be exposed to a variety of vocal literature. (NMCS MU:Re7, 8, 9; PA Std 9.1, 9.2 a, b, c, d, 9.3, 9.4)
9. Gain skills in evaluating vocal performance. (NMCS MU:Re9; PA Std 9.2 a, b, c, d; 9.3 a; 9.4 a)

## NATIONAL MUSIC CONTENT/ACHIEVEMENT STANDARDS (Ensemble 9-12)

<https://nafme.org/wp-content/files/2014/11/2014-Music-Standards-Ensemble-Strand.pdf>

## RELATED PA ACADEMIC STANDARDS FOR ARTS AND HUMANITIES

- 9.1 Production, Performance and Exhibition of Dance, Music, Theatre & Visual Arts
  - A. Elements and principles in each Art Form
  - B. Demonstration of Dance, Music, Theatre and Visual Arts
  - C. Vocabulary Within each Art Form
  - D. Styles in Production, Performance and Exhibition
  - E. Themes in Art Forms
  - F. Historical and Cultural Production, Performance and Exhibition
  - G. Function and Analysis of Rehearsals and Practice Sessions
  - H. Safety Issues in the Arts
  - I. Community Performances and Exhibitions
  - J. Technologies in the Arts

- K. Technologies in the Humanities
- 9.2 Historical and Cultural Contexts
  - A. Context of Works in the Arts
  - B. Chronology of Works in the Arts
  - C. Styles and Genre in the Arts
  - D. Historical and Cultural Perspectives
  - E. Historical and Cultural Impact on Works in the Arts
  - F. Vocabulary for Historical and Cultural Context
  - G. Geographic regions in the arts
  - H. Pennsylvania artists
  - I. Philosophical context of works in the arts
  - J. Historical differences of works in the arts
  - K. Traditions within works in the arts
  - L. Common themes in works in the arts
- 9.3 Critical Response
  - A. Critical Processes
  - B. Criteria
  - C. Classifications
  - D. Vocabulary for Criticism
  - E. Types of Analysis
  - F. Comparisons
  - G. Critics in the Arts
- 9.4 Aesthetic Response
  - A. Philosophical Studies
  - B. Aesthetic Interpretation
  - C. Environmental Influences
  - D. Artistic Choices

**PERFORMANCE ASSESSMENTS:**

Students will demonstrate achievement of the standards by:

1. Daily assessment of progress by instructor and by individual. (Course Standards 1, 2, 3, 4, 5, 6, 7, 8, 9)
2. Teacher observation and student evaluation of class or individual performances. (Course Standards 1, 2, 3, 4, 5, 6, 7, 8, 9)
3. Class participation and attendance at all concerts and required rehearsals. (Course Standards 1, 2, 5)
4. Successful public performances of selected choral music from a variety of cultures and time periods. (Course Standards 1, 2, 3, 5, 6)
5. Written evaluations on composers, music history, notation, terminology, and current literature being studied in class. (Course Standards 4, 8)
6. Critical reviews of outside performances. (Course Standards 4, 9)
7. Demonstration of basic piano skills. (Course Standards 4)

**DESCRIPTION OF COURSE:**

Freshman Chorus  
Revised July 2019  
Recommended 9.11.2019

The objective of Freshman Chorus is to ease the transition from middle school to high school Concert Choir, and to provide cumulative development of singing techniques. The course includes individual and group experiences for learning correct breath control for singing, vowel and consonant articulation, music reading, and preparation of literature for a spring or winter concert. A wide variety of music from different time periods and cultures will be studied during rehearsals each day. Students are encouraged and prepared to audition for upper level choirs. The concert performance services as the final project/exam for the course. Attendance is required.

TITLE OF UNITS: (ongoing throughout the semester)

1. Vocal technique
2. Theory/history
3. Ear training/sight singing
4. Basic piano skills
5. Study of performance literature
6. Study and listening of all styles of vocal literature

SAMPLE INSTRUCTIONAL STRATEGIES:

1. Vocal warm-ups to encourage relaxation, correct posture, breathing and tone
2. Vocal literature from a variety of sources and cultures
  - a. diction for English and Latin
  - b. folk music
  - c. unusual rhythms
  - d. unusual modes (pentatonic)
3. Ear training
  - a. scales (major, minor, pentatonic)
  - b. solfege (Do, Re, Mi, Fa, Sol, La, Ti, Do)
  - c. intervals (major 2<sup>nd</sup>, 3<sup>rd</sup>, 6<sup>th</sup>, 7<sup>th</sup>, octave, perfect 4<sup>th</sup> and 5<sup>th</sup>, minor intervals)
  - d. building chords, learning I, IV, V progressions
4. Part-singing/rounds/partner songs
5. Listening
  - a. high school and college
  - b. ourselves
6. Piano keyboard familiarity through on-hands experience and worksheets
7. Musicianship
  - a. phrasing and interpretation
  - b. dynamics
  - c. rhythm
  - d. style

MATERIALS:

1. Piano
2. Stereo/CD player
3. TV/VCR/Computer

4. Whiteboard
5. Music and folders
6. Piano lesson/theory books
7. Rhythm instruments
8. Recordings/videos
9. History lessons

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Peer-teaching
2. Theory/piano lessons
3. Videos/recordings
4. Performing with outside groups (church, community, etc.)

#### PORTFOLIO DEVELOPMENT:

1. Journal of critiques and performances
2. Theory and history lessons/evaluations
3. Recordings of self
4. Student reflection/assessments

#### METHODS OF EVALUATION:

1. Individual and small group testing on scales, diction, posture, intonation, concert music. Music department rubric will apply.
2. Written evaluations of theory and history lessons
3. Class participation/concert attendance
4. Evaluation of performance qualities by teacher observation
5. Evaluation of piano skills by teacher or knowledgeable peers

#### INTEGRATED ACTIVITIES:

Inter-disciplinary activities; Co-curricular performance opportunities

1. Information Tools and Techniques
  - music reading
  - theory/history
  - vocal or instrumental technique
2. Communication Tools and Techniques
  - interpretation of various musical styles
  - expression through music
3. Thinking/Problem Solving
  - identify and demonstrate form and style in music
  - piano skills/music reading
  - care of music and folder

4. Learning and Self-Management Tools and Techniques
  - performance skills
  - phrasing and articulation
  - sight-singing
  
5. Interpersonal Skills
  - ensemble practice
  - blending and balancing performance with the group

PALISADES HIGH SCHOOL MUSIC DEPARTMENT  
Grades 9-12 Music Department Scoring Device (Rubric)

	Novice	Proficient	
Distinguished			
NOTES	- many incorrect notes	-most notes are correct	- notes
are always correct	- many note reading errors	-note reading is accurate in	- note
reading is consistently accurate		one clef.	in one
clef.	- no attention to key signature	- understands the role of the	- key
signatures are accurate and used		key signature- minimal help	
consistently			
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RHYTHM	- tempo is inconsistent and	- tempo is consistent and mostly	- tempo
is always accurate	inaccurate	accurate	
	- no attention to time signature	- understands time signature and	- time
signature and meter is consistent	and meter	meter but needs prompting	and
accurate			
	- basic note and rest values	- basic note and rest values are	- basic
note and rest values are always	can be inaccurate and	understood and mostly accurate	
accurate	inconsistent		
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TONE	- notes are incorrectly execute	- notes and usually correctly	- notes
are always correctly executed with	(breathing/bowing technique)	executed and understood	proper
breathing/bowing technique			
PRODUCTION	- no attention to articulation	- various articulation attempted	- proper
articulation is almost always present			
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MUSICALITY	- very little dynamic variation	- dynamics are understood and	-
dynamic variation is consistent and	attempted.	is attempted.	
attempted.	accurate.		
	- very little attention to phrasing	- proper phrasing and breath	-
consistent attention is paid to proper	and/or breathe control	control are understood	
phrasing and breathe control			
	- lacks understanding of style	and achieved with little prompting	-
consistently accurate style is displayed	(legato, staccato, accent)	- consistent attention paid to style	
		(legato, staccato, accent)	(legato,

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staccato, accent)	- student is not comfortable in	- student participates in group	-
student will demonstrate to others	performance materials	performances	the
performance materials			
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POSTURE	- incorrect posture inhibits proper	- posture is correct/consistent	- posture
is exemplary and student is	performance		used
as a role model			