MADRIGAL SINGERS

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

GRADE LEVEL: 10-12

COURSE STANDARDS:
Students will:
1. Demonstrate proper singing posture and breath control. (NMCS MU:Cr 1, 2,3, Pr 4, 5; PA Std 9.1 a, c, g)
2. Demonstrate ability to sing with acceptable tone quality, diction, pitch accuracy, rhythmic accuracy and musicianship with or without accompaniment. (NMCS MU:Pr 4, 5 ,6; PA Std 9.1 a, b, c)
3. Display knowledge of music theory – notation, intervals, dynamics, key signature, time signatures, transposition, music terminology. (NMCS MU:Pr 4, 5, 6; PA Std 9.1 c)
4. Demonstrate through performance proper phrasing, diction, and interpretation as indicated by the score or by the choral conductor. (NMCS MU:Pr 4, 5, 6; PA Std 9.1, 9.3, 9.4)
5. Be able to sing his/her individual voice part against other voice parts without accompaniment. (SATB, SSAATB, SSAA, TTB, SSA) (NMCS MU:Pr 4, 5, 6; PA Std 9.1)
6. Demonstrate an acceptable level of sight-singing. (NMCS MU:Pr 6; PA Std 9.1 a, b; 9.3 a)
7. Be exposed to and be able to perform in the original language a variety of vocal literature from various time periods and cultures. (NMCS MU:Pr 4, 5, 6; PA Std 9.1, 9.2, 9.3, 9.4)
8. Analyze their own vocal performances, in addition to recordings and live performances of professional and college level choral groups as a method of self-improvement. (NMCS MU: Re 7, 8, 9; PA Std 9.2 a, b, c, d; 9.3 a, b; 9.4)

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)
2. Teacher observation of individual or class performances. (Course Standards 1, 2, 4, 5, 6, 7)
3. Successful public performances, including Festivals and Adjudications, of selected music from various types of choral literature. (Course Standards 1, 2, 4, 5, 7)
4. Class participation and attendance at all concerts and rehearsals. (Course Standards 1, 2, 3, 4, 5, 6, 7, 8)
5. Written and oral evaluations on composers, music theory, music terminology, sight-singing and languages pertinent to current literature being studied. (Course Standards 6, 7, 8)
6. Critical reviews of outside music performances. (Course Standard 8)

DESCRIPTION OF COURSE:
A scheduled group of 16 to 22 singers will be chosen by audition to perform Renaissance and Chamber music, Broadway show tunes, jazz and pop music. Each singer individually must display vocal quality, a cappella pitch and rhythmic accuracy, musicianship, and must blend with the other vocal parts. The performing group will sing during the school year for various

community functions and will represent the Palisades Vocal Music Department when traveling outside the district. Attendance at all Madrigal Singer and Concert Choir functions is required. Students are responsible for the purchase of concert attire.

Singers (grade 9-12) may audition as long as they are part of a major ensemble, that is, Freshman chorus, Concert Choir, Band, or Orchestra. The class will emphasize vocal production and performance skills in addition to singing in various languages and sight-singing. BCMEA, PMEA Choruses, and several Honors Choirs are additional auditioned venues available to members of this group. A trip to a Broadway show is planned for each school year. A trip to the Renaissance Faire is planned every other year to participate in the Madrigal Singing competition.

Students may be required to attend additional rehearsals after school to prepare for concerts, festivals, and outside performances.

TITLE OF UNITS: (ongoing throughout the semesters)
1. Vocal technique/breath management/posture
2. Tone quality
3. Ear training/sight-singing
4. Diction (in a variety of languages)
5. Dynamics
6. Rhythm
7. Intonation (pitch)
8. Study of performance literature
9. Study and listening of all styles of vocal literature
10. Improvisational skills
11. Ensemble awareness (blend and balance)
12. Musicianship

SAMPLE INSTRUCTIONAL STRATEGIES:
1. Vocal warm-ups to identify and correct problem areas of singing, i.e., breath management, tone quality, pitch, posture, etc.
2. Ear training
    a. Tonal memory patterns
    b. Solfege
    c. Intervals
    d. Scales – major, minor, Dorian, Blues, Pentatonic, etc.
    e. Vocalises
3. Small group repertoire
a. a cappella singing
    b. Blend and intonation
    c. Balance
4. Rehearsal Techniques
a. Enthusiasm
b. Seating arrangements
    c. Expectations

        d. Motivation
        e. Attitude
        f. Physical conditions
5. Listening and Evaluating
a. Professional and college choral groups
b. Ourselves
6. Theory/Notation to reinforce what is being currently studied in choral literature
7. Conducting
8. Performance Techniques

MATERIALS:
1. Choral Music and folders
2. Recording device
3. Piano
4. TV/VCR/DVD
5. Sight singing materials
6. Stereo with turntable, CD player, computer
7. Recordings
8. Pitchpipe
9. Whiteboard
10. Theory and music history pages

METHODS OF ASSISTANCE AND ENRICHMENT:
1. Class rehearsals
2. Peer-teaching
3. Festival adjudicators
4. Theory/piano
5. Master classes with guest artists
6. Audition to participate in County, District and Honors Choirs
7. Outside concerts (high school, college, community, professional)

PORTFOLIO DEVELOPMENT:
1. Resume
2. Journal of critiques, performances, and future semester goals
3. Theory levels
4. Recording of projects/assignments
5. Student reflection/assessments sheets

METHODS OF EVALUATION:
1. Performance evaluation by teacher (in and outside of the classroom situation.)
2. Participation in outside auditioned choirs (County, District, Honors)
3. Written theory exams
4. Class participation/concert attendance
5. Written critical reviews of outside performances

INTEGRATED ACTIVITIES:
  Inter-disciplinary activities
  Co-curricular performance opportunities

1. Information Tools and Techniques
        -music reading
        -theory levels
        -vocal or instrumental technique

2. Communication Tools and Techniques
        -interpretation of various musical styles
        -expressing themselves through music

3. Thinking/Problem Solving
        -identify and demonstrate form and style in music
        -transposition skills/music reading
        -care of music and folder

4. Learning and Self-Management Tools and Techniques
        -performance skills
        -phrasing
        -sight-singing

5. Tools and Techniques for Working with Others
        -ensemble practice
        -blending and balancing performance with the group