



Chamber Choir

Course Description:

The curriculum for this course is developed from the [2017 DPI Wisconsin Music Standards](#) and the [National Core Arts Standards](#). Chamber Choir is an elective course for grades 9-12 and requires an audition to enter. It is an advanced course that works on advanced musicianship skills within the choral setting. This course features four required choir concerts, with other opportunities for small performances. Students will have the chance to participate in WSMA Solo/Ensemble annually during the winter trimester. Essential Understandings and Standards are covered in curriculum throughout the year. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat. (MP2.P.25.h)

Perform using expressive qualities and techniques with the composer's intent. (MP2.P.26.h)

Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges. (MP2.P.27.h)

Illustrate how the setting and music elements contribute to the context and expressive qualities of the music. (MP2.P.28.h)

Interpret and perform music from aural traditions and through standard and nonstandard notation with stylistic accuracy. (MP2.P.29.h)

Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member. (MP2.P.32.h)

Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance. (MP2.P.30.h)

Illustrate understanding of contrasts and similarities of expressive elements in artistic work through discussion and written reflections. (MP3.R.14.h)

Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.15.h)

Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance. (MP2.P.31.h)

Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology. (MP3.R.16.h)

Analyze connections, similarities, and differences in a musical context. (MP4.Cn.15.h)

Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance. (MP2.P.31.h)

Explain the relationship between performer and audience using grade appropriate music vocabulary. (MP4.Cn.14.h)

Reflect upon and critique performances using grade appropriate music vocabulary. (MP3.R.18.h)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Demonstrate/model proper concert etiquette for a variety of musical settings as performer and as an audience member. (MP2.P.32.h)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How would etiquette change the way a choir is viewed and heard? • What are some similarities and differences between etiquette as an audience member and a performer. 	<p>Students will.....</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • TSW be able to be able to describe what proper concert/rehearsal etiquette looks like and critique other choral performances based on their display of proper choral etiquette • TSW model proper choral etiquette both as a performer and audience member.
<p>Unit Title: Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat. (MP2.P.25.h)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why is reading music necessary in a choral classroom? • How can we utilize the connection between solfege and music theory to our advantage? • What does it mean to be a “good reader” in terms of choral singing? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • TSW be able to correctly identify note names in both the treble and bass clef. • TSW be able to correctly identify both the relative major and relative minor key signatures. • TSW be able to correctly sing different intervals. • TSW be able to read and demonstrate different rhythm patterns. • TSW be able to identify and write solfege syllables while reading choral music. • TSW be able to sight sing short passages of music. • Through analysis and rehearsal of a variety of genres of music, TSW be able to differentiate and demonstrate different forms of musical expression
<p>Unit Title: Perform solos and in small ensembles, interacting with peers employing performance techniques which enhance the performance. (MP2.P.31.h)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What purpose does a solo/small group serve within a choral performance? • How do we approach performance techniques in a solo/small group setting versus performance techniques within a choir? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • TSW learn and perform a solo piece of music. • TSW be able to identify the different techniques used when singing solo as opposed to in a choir. • TSW be able to sing correct rhythms and pitches while in a small group.
<p>Unit Title: Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance. (MP2.P.30.h)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does technique change from one genre to another? • How do we utilize our whole body in 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • TSW be able to learn how to blend their voice within their section and the choir. • TSW be able to use diction and vowel shapes to enhance their sound. • TSW be able to follow all of the conductor’s expressive cues while maintaining a balanced, blended sound. • TSW be able to use diaphragmatic breathing to project their

<p>our singing?</p> <ul style="list-style-type: none"> • How does a choir of many sing expressively as one? 	<p>sound, and provide stability to their singing.</p> <ul style="list-style-type: none"> • TSW learn the different styles and techniques used in a variety of genres of music.
<p>Unit Title: Discuss own ideas and feedback of others to develop and implement strategies to address technical challenges. (MP2.P.27.h)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How do Choirs and Directors collaborate? • How can reflection and discussion lead to a better choir? 	<p>Students will...</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • TSW will learn how to use musical terminology to broaden their ability to reflect critically on performance in the choir, both individually and as a group. • TSW collaborate with the choir and the director to form a living document filled with classroom norms for both student and director. • TSW learn how to write detailed critiques of both choirs and individual singers.