

**Jefferson County High School  
Course Syllabus**

**A. Course: Choral Music**

**B. Department: JCHS Choir**

**C. Course Description: Vocal Music**

**D. Grade Term: 1st Semester**

**E. Grading Scale**

| <u>Range</u> | <u>Honors/<br/>Regular</u> | <u>College-Level</u> | <u>A.P.</u> |
|--------------|----------------------------|----------------------|-------------|
| 93-100 A     | 4.0                        | 4.5                  | 5.0         |
| 85-92 B      | 3.0                        | 3.5                  | 4.0         |
| 75-84 C      | 2.0                        | 2.5                  | 3.0         |
| 70-74 D      | 1.0                        | 1.5                  | 2.0         |

**F. Term Dates**

- a. 1<sup>st</sup> 9 Weeks August 5, 2016 – October 7, 2016
- b. 2<sup>nd</sup> 9 Weeks October 8, 2016 – December 16, 2016

**G. Textbook: Sheet Music to be kept in Music Folder with pencil**

**H. Other Required Reading**

Apps for Music Theory to practice and study for classroom discussion.

**I. Other Resources**

- a. Odysseyware

**J. Major Assignments**

1. September 24, 2016-Scots- Irish Festival Downtown Dandridge 11:00 Opening Ceremony
2. November 9, 2016- All Day Night of the Patriots practice in the gym- excused BUT, All students MUST MAKE UP ALL MISSED WORK! Do not wait until the last minute, check with your teachers ahead of time!!!!!!
3. November 10- Night of the Patriots. Fine Arts Auditorium 7:00
4. December 16, 2016- Grand Finale' Concert 6:00 in the Auditorium 3:45 Set up
5. October? TBA- Mock Audition for all classes. Interview, Resume and Audition
6. Costumes/ Performance Outfit: A letter will be sent home with specific information about the details and prices.

## **K. Procedures for Parental Access to Instructional Materials**

- a. Aspen Parent Portal
- b. Instructor's Website
- c. Email Instructor
- d. Parent Teacher Conference
  - a. There are two designated conference dates during the school year. Parents who would like to request additional meetings may make appointments for conferences with the teachers (during their planning periods), counselors, or a principal by telephoning the school office.

## **L. Field Trips**

- e. Any schedule fieldtrip will have a definite educational purpose and will reflect careful planning. Signed permission forms will be obtained if an off campus trip is planned.

## **Standards & Objectives**

- f. I Can Statement Scope & Sequence

## **STANDARDS/ I CAN STATEMENTS:**

### Vocal Music:

VM.1.2.1 Sing using deep abdominal breathing, which includes support and control, correct posture, and developing agility and resonance.

VM.1.2.2 Sing with efficient use of breath management\_ continued development of abdominal breathing, support and control- correct posture, and continued development of agility and resonance.

VM.1.2.3 Sing with consistent use of breath management, correct posture, agility, and resonance.

VM.1.2.4 Sing with consistent and efficient use of breath management, correct posture, agility resonance, and use of the singer's formant.

### 7.0 Evaluating

VM.7.1.1 Identify criteria- discipline, stage presence, following the conductor, knowledge and performance of music- for evaluation performance.

VM7.1.2 Identify and apply criteria for evaluation an individual's contribution to the coral rehearsal and performance.

VM.7.1.3 Apply specified criteria to his/her personal contribution in coral rehearsals and performances.

***Novice, Proficient, Advanced***- I can describe the physical functions of proper singing (diaphragm, pharynx, vocal chords, resonators, singing in “the mask,” articulators, etc.)

N-I can sing using deep abdominal breathing. N-I can sing using correct posture. NP-I can sing with efficient use of breath management. A- I can sing with resonance. NPA- I can develop a rubric for evaluating my contribution to a rehearsal and/ or performance. NPA- I can follow conductor cues. NPA- I can evaluate, verbal or written, my personal contribution to a group performance.

## 9.0 History and Culture

VM.9.2. Identify and compare and contrast the genre and the origin or selected choral works, including American European music.

VM.1.3.2 Sing an individual voice part with support from an instrument or another singer in three or four –part music, with and without accompaniment, in multiple styles, periods, genres, and languages.

N-I can identify the genre of American choral work (such as Jazz, spiritual, folksong, etc.). P- I can identify and discuss the importance of the origin of genres of American music. PA- I can compare and contrast the characteristics and genres of different choral works from different countries and cultures. NPA- I can analyze the effect of music on history/ politics and vice versa by looking at music from a variety of cultures and times.

VM.9.4.1 Analyze the relationship between music and given historical events.

VM.9.4.2 Analyze the relationship between music and given political events. VM.9.4.3 Evaluate the effect of given historical or political events on music.

VM.9.4.4. Evaluate the effect of music on given historical or political events.

## 1.0. Singing

VM.1.3.2 Sing an individual voice part with support from an instrument or another singer in two- or three- part music, with and without accompaniment, in multiple style periods, genres, and languages.

VM.1.4 Sing in ensembles with varying voice groupings developing skills in ensemble unity.

N-I can sing my individual voice3 part in two part A Capella music. P=I can sing my individual voice part in three part A Capella music. A-I can sing my individual voice part in four part A Capella music. NPA- I can sing music of multiple styles. NPA- I can sing music from multiple genres. NPA- I can sing music in multiple languages (including English and Latin).

## 2.0 Playing Instruments

VM.2.1.1 Demonstrate recognition of chord changes using pitched instruments.

P-I can identify musical phrases within a selection.

## 5.0 Reading and Notating

VM.5.1.1 Sing vocal parts with a difficulty level of 3.

N- I can sing accurately, my vocal part on music with a difficulty level of 3.

## 6.0 Listening, Analyzing and Describing

VM.6.1 Listen to selected examples of American and European music and music of world cultures connecting and comparing it to music being sung.

NPA- I can compare, verbally or written, exemplary listening examples of music from American and European music and other world cultures to music I am singing.

VM.7.3.1 Identify the musical means used by the composer to communicate to the listener or performer.

NPA- I can describe and illustrate, verbally or written how common musical themes are found across music from different cultures.

## 8.0 Interdisciplinary Connections

VM.8.1.1 Compare and contrast the elements of music with the elements of another arts discipline.

A- I can compare and contrast the elements of music and those of other arts disciplines.

VM8.3.1 Identify items of technology used to listen to and share music

NPA- I can use an IPod/...0, CD player or computer to compile a playlist and listen to music.

NPA- I can convert a video to a playlist and make it into a CD for use of solo singing.

## 1.0 Singing

VM.5 Demonstrate appropriate rehearsal technique and etiquette.

NPA- I can demonstrate rehearsal technique etiquette by appropriately marking music with personal observations (E.G. placing self-correcting marks to self- correct).

## 5.0 Reading and Notating

VM.5.2.4 Interpret musical signs and symbols in choral music.

NPA- I can independently interpret the musical signs and symbols in choral music.

NPA- I can identify the key of music being studied by key signature and context (major and Minor).

