

Course Description

A. COVER PAGE

Date of Submission (Please include Month, Day and Year)	
1. Course Title Varsity Choir	9. Subject Area <input type="checkbox"/> History/Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> Language other than English <input checked="" type="checkbox"/> Visual & Performing Arts <input type="checkbox"/> Intro <input type="checkbox"/> Advanced <input type="checkbox"/> College Prep Elective
2. Transcript Title(s) / Abbreviation(s) Varsity Choir	
3. Transcript Course Code(s) / Number(s) VP6473 VP6474	
4. School Ernest Righetti High School	
5. District Santa Maria Joint Union High School District	
6. City Santa Maria, CA 93455	10. Grade Level(s) for which this course is designed 10, 11, 12
7. School / District Web Site http://www.smjuhsd.k12.ca.us	11. Seeking "Honors" Distinction? No
8. School Course List Contact Name: Jim Armstrong Title/Position: Asst. Supt. Curric/Instruction Phone: 922-4573 Ext.: 4211 E-mail: jarmstrong@smjuhsd.org	12. Unit Value <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: _____
13. Is this an Internet-based course? No If "Yes", who is the provider? <input type="checkbox"/> UCCP <input type="checkbox"/> PASS/Cyber High <input type="checkbox"/> Other _____	
14. Complete outlines are not needed for courses that were previously approved by UC. If course was previously approved, indicate in which category it falls. <input type="checkbox"/> A course reinstated after removal within 3 years. Year removed from list? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, previous course title? _____ <input type="checkbox"/> An identical course approved at another school in same district. Which school? _____ Same course title? <input type="checkbox"/> Yes <input type="checkbox"/> No If no, course title at other school? _____ <input type="checkbox"/> Year-long VPA course replacing two approved successive semester courses in the same discipline <input type="checkbox"/> Approved Advanced Placement (AP) or International Baccalaureate (IB) course <input type="checkbox"/> Approved UC College Prep (UCCP) Online course <input type="checkbox"/> Approved CDE Agricultural Education course <input type="checkbox"/> Approved P.A.S.S./Cyber High course <input type="checkbox"/> Approved ROP/C course. Name of ROP/C? _____ <input type="checkbox"/> Approved A.V.I.D. course <input type="checkbox"/> Approved C.A.R.T. course <input type="checkbox"/> Approved Project Lead the Way course <input type="checkbox"/> Other. Explain: _____	

<p>15. Is this course modeled after an UC-approved course from another school <u>outside</u> your district? Yes</p> <p>If so, which school(s)? Cajon High School, San Bernadino City Unified School district</p> <p>Course title at other school Concert Choir</p>
<p>16. Pre-Requisites</p> <p>At least one semester in one of the beginning choirs, and an audition with choral director.</p>
<p>17. Co-Requisites</p> <p>None</p>
<p>18. Is this course a resubmission? No</p> <p>If yes, date(s) of previous submission? _____</p> <p>Title of previous submission? _____</p>
<p>19. Brief Course Description</p> <p>Varsity Choir is a one year course open to students who have taken at least one semester of Concert Choir or Women’s Ensemble, and have auditioned with the instructor. It is designed to increase individual vocal skills and performance level in a choral group. Students sing a wide range of pieces representing literature from a variety of time periods, cultures and styles. Historical background and aesthetic value is explored in each piece of music. Twenty percent of class time is spent on theory curriculum. Each student is given the opportunity to prepare a portfolio for advanced studies, and career development. The other eighty percent is spent on preparation for performance in concerts and festivals.</p>

B. COURSE CONTENT

20. Course Goals and/or major student outcomes

Using correct vocal techniques and critical listening skills, students will sing from a wide range of pieces chosen from standard choral literature representing various genres, and cultures. Students will demonstrate an understanding of the elements of music as well as the aesthetic qualities of selected literature. By taking tests, working in the workbook, and ultimately writing original music, students will demonstrate their knowledge of music theory and basic composition.

21. Course Objectives

Students will know:

As a result, they will be able to:

Standard music notation: clefs, staves, notational symbols, note values, rest values, time signatures, key signatures, accidentals, flats, sharps, and naturals.	Read a musical score of up to 4 staves, and perform at least one part (soprano, alto, tenor, or bass)
Understand elements of music: Rhythm, Melody, Harmony, Form, Timbre, and Dynamics	Explain how the elements are used in various musical styles, genres, and cultures. Sight read increasingly more difficult melodies and rhythms.
Correct usage of vocal techniques: Breathing, posture, vowels, volume, diction, tone quality, and pitch.	Sign repertoire of various musical genres, styles, and cultures.
How to listen critically.	Listen to and analyze aural examples and make informal evaluations of the quality of performances, (their own and professional recordings)
Understand the stylistic characteristics and contributions of various musicians, from different cultures and time periods.	Perform musical selections and explain their contributions.
Know vocabulary: Pitch, forte, piano, retard, fermata, tempo, fine, dal segno, da capo, etc.	Understand the mechanics of the work.

22. Course Outline (see attached)

23. Texts and Supplemental Instructional Materials

A. Choral literature representing various genres, time periods, styles, and cultures.

B. Worksheets from various theory books, practice websites, and teacher made materials.

24. Key Assignments see attached

25. Instructional Methods and/or Strategies

Discussions

Guided rehearsals

Videos

Modeling

Audio CD's

Research projects

Ear training

26 **Assessment Methods and/or Tools**

Tests- aural and written
Quizzes-written and aural
Homework
Research Projects
Singing exams
Rhythm dictation
Melodic dictation
Self/peer critiques

27. **Not Applicable**

28. **Context for Course**

We are working hard as a school to supply the students with a “Six-year plan.” One of the career pathways is “education” and one is “entertainment.” Music students at the high school level are reaching for either or both. This addition to the course will give them a boost as they audition and/or test to get into the appropriate college program.

29. **Course Development History**

In 1992, there were two choirs on the books, a beginning and an advanced. The beginning choir had 22 singers and the advanced had 12. We now range from 150 to 200 choral music students each year. Righetti High School has four choirs:

Concert Choir - Beginning men and women

Women’s Ensemble - Beginning/ Intermediate treble voices

Varsity Choir -Advanced men and women (large choral works)

Madrigals - Small, advanced ensemble of men and women

My goal for this choir is for them to have a background in music theory and ear training that will enable them to sight read music, and to do some beginning composition. Many of them are going on to study music at the collegiate level. Having these skills is essential to their acceptance into a university program, as well as the success they will experience in their advanced studies.

Quarter #1

<i>Content Standards Used:</i>	<i>Learning Sequence:</i>	<i>Assessment: (Evidence of Understanding)</i>	<i>Sample Student Activity:</i>
1.1 Read a musical score up to four or five staves, and explain how elements of music are being used.	Using time signatures, beats and counts, time signatures, Kodaly/Solfegge, music alphabet, staff, clefs, numbered scale degrees, and intervals, students demonstrate pitch discrimination, tonal memory, and sight singing methods.	Written notation exercises on treble and bass staves. Demonstrate/apply use of Kodaly/Solfegge, number system, and intonation while singing major and minor scales and melodies. Auditory identification of intervals and scale degrees.	Written and oral identification of various intervals/scale degrees from listening examples.
1.4 Analyze and describe the use of music elements and expressive devices in a varied repertoire of music representing diverse genres, styles and cultures.	Demonstrate usage of music vocabulary (dynamics, articulation, timbre) and elements of music- rhythm, harmony, form, melody – in a variety of music genres.	Written/oral identification of specific elements and/or expressive devices using correct music vocabulary.	Listening to various music examples.
4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.	Discussion on ethos. Does music still evoke meaning? How? What elements are used?	Presentation on piece of music, emotion evoked and what elements/compositional devices were used to create that feeling.	Listening/analyzing musical works from various cultures.
2.1 Sing a repertoire of vocal literature representing various genres, styles and cultures with expression, technical accuracy, tone quality, vowel shape and articulation – written and memorized; by oneself and in ensembles.	Review of proper vocal techniques – breathing, posture, articulation, vowel shape, intonation, and volume.	Sing a repertoire of vocal literature representing various styles, cultures in small groups/section, by memory.	Vocal performances and concerts.

Quarter #2

<i>Content Standards Used:</i>	<i>Learning Sequence:</i>	<i>Assessment: (Evidence of Understanding)</i>	<i>Sample Student Activity:</i>
1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation.	Development of listening skills through pitch recognition, high/low intervals, rhythms- note and rest values.	Transcribe simple songs.	Rhythmic/melodic dictation.
1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.	Review specific music forms AB, ABA, binary, ternary, sonata-allegro, rondo, I, IV, V chord progressions.	Identify specific forms AB, ABA, binary, ternary, sonata-allegro, rondo, I, IV, V chord progressions in musical works from various cultures.	Sing compositions with AB, ABA, binary, ternary, sonata-allegro, rondo, I, IV, V chord progressions.
2.2 Sing music written in three and four parts with and without accompaniment.	Sing rounds, partner songs, descants, and easy part songs.	Sing parts alone (soprano, alto, tenor, and bass) with and without piano.	Small group singing- two or three on a part.
3.2 Explain the various roles that musicians perform and explain their activities and achievements.	Awareness of various roles musicians perform, including activities, achievements and cultural contributions.	Written report of specific music individuals explaining their activities, achievements and cultural contributions.	Present a Powerpoint Presentation on a musical performer with auditory examples of their work, either in the Powerpoint or on a separate CD.

Quarter #3

<i>Content Standards Used:</i>	<i>Learning Sequence:</i>	<i>Assessment: (Evidence of Understanding)</i>	<i>Sample Student Activity:</i>
2.3 Sing in small ensembles with one on a part.	Development of rounds, descants, independent singing (i.e. rounds, descant, partner songs, 2, 3, and 4 parts.)	Successfully sing in small ensembles with one on a part.	Testing with one on a part.
3.4 Perform music from various cultures and time periods.	Methods of rehearsing music of various cultures using appropriate articulation and expressive qualities unique to that culture. Bring in specialists if necessary.	Vocal performance of culturally diverse musical examples demonstrating correct usage of vocal techniques and interpretations.	Concert performance with a festival.
4.1 Develop criteria for making critical evaluations of the quality and effectiveness of performances, compositions and arrangements.	Comprehensive knowledge of music elements and critical listening skills to critique performances, compositions, and arrangements.	Listening exam and development of performance ratings 1 – 5 with 5 being the best and watching our own videos.	Written and oral critiques.

Quarter #4

<i>Content Standards Used:</i>	<i>Learning Sequence:</i>	<i>Assessment: (Evidence of Understanding)</i>	<i>Sample Student Activity:</i>
1.3 Sight read music accurately and expressively.	Sight reading skills, melodic and rhythmic. Use of correct pitch. Interval relationships.	Demonstrate correct sight reading skills to new vocal literature.	Sight singing selected melodic and rhythmic music examples.
5.2 Analyze the role and function of music in radio, television, and advertising.	Critical analysis and discussions of the role of music in various media. <ul style="list-style-type: none"> • Subliminal • Commercials • Sound Tracks Are used to create an emotional response.	Identify/describe various roles of musical characteristics through specific media examples (film, TV, radio, advertisements) with emphasis on subliminal messages/lyrics.	Create a commercial jingle for a specified product.
	Write a melody to a given harmony and compose an appropriate chord progression to a given melody.	Demonstrate knowledge of connection between harmony and melody.	Write a melody to a given chord progression with an 8 to 12 bar harmony part to a given melody.