

MUSIC CURRICULUM FRAMEWORK¹
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Chamber Choir			10-12
Course Title		Teacher(s)	Grade Level(s)
Course Structure	<input checked="" type="radio"/> Single Semester <input type="radio"/> Full Year (Single Grade) <input type="radio"/> Multiple Years (Combined Grades)		
Course Description	This course, for the student in grades 10-12, is a select ensemble of mixed voices. The class is designed to develop and refine advanced vocal and musical skills. Student perform advanced vocal repertoire of a variety of styles. Culminating performances are a meaningful and mandatory component of this course. Attendance is required at culminating performances, as well as dress rehearsals. There are also a number of additional performance opportunities in the community and the region.		

Established Goals	Transfer	
1. Music Reading	<i>Students will be able to independently use their learning to . . .</i> <ol style="list-style-type: none"> Participate in music as a lifelong avocation Intelligently discuss music using concepts and terminology Make informed decisions as music consumers 	
2. Musical Expression		
3. Listening with understanding		
4. Making value adjustments about music	Meaning	
	<i>Understandings</i> <i>Students will understand that . . .</i> <ol style="list-style-type: none"> Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles Improvisation and composition enables students to express their own musical ideas Thorough understanding of a musical work involves reading and writing in standard music notation Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself Vocal music is reflective of specific cultures and historical events 	<i>Essential Questions</i> <i>Students will keep considering . . .</i> <ol style="list-style-type: none"> How one sings independently in an ensemble How music is communicated, effectively and appropriately How various musical styles are sung authentically How melodies are created and harmonized Why an understanding of music theory is relevant to singing in choir What must be heard to properly analyze music and how observations can be described How one can be fair, yet critical, without being judgmental when judging others' performances. What other disciplines are affected by music and how music is affected by other disciplines How music and the arts have a symbiotic relationship with culture, history and society

¹ Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

Acquisition of Knowledge & Skill²	
<i>Knowledge</i>	<i>Skills</i>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> How to sing a variety of musical styles alone and within the ensemble [PDE 9.1] 	<p><i>Students will be skilled at . . .</i></p> <p style="text-align: center;">Year 1</p> <ol style="list-style-type: none"> Singing accurately level 2 repertoire (on a scale from 1 to 6) Singing with understanding of phrasing, breath support, diction and vocal projection Singing various styles authentically Singing in English and other languages Singing in all registers of one's voice type Singing one's part independently in three-part harmony Listening for blend and balance and adjusting accordingly Responding to conducting patterns in various meters Monitoring intonation <p style="text-align: center;">Year 2</p> <ol style="list-style-type: none"> Singing accurately level 3 repertoire (on a scale from 1 to 6) Singing various styles authentically from memory Singing in many languages with purity of vowels and clarity of consonants Singing in all registers of one's voice type with accurate intonation Singing independently in quartets Blending vocal timbres and matching dynamic levels Responding to conducting patterns in duple, triple, compound and mixed meters Adjusting intonation within the ensemble <p style="text-align: center;">Year 3</p> <ol style="list-style-type: none"> Singing accurately level 3-4 repertoire (on a scale from 1 to 6) Singing various styles authentically from memory Singing in many languages with understanding of the use of vowel placement to adjust tone Singing independently in quartets with and without accompaniment Singing multi-divisi harmonies Interpreting musical score and conductor's cues accurately Singing with expressive phrasing Performing accurately music with traditional and nontraditional harmonies

² PFD Note: Link these *desired outcomes* to "Established Goals" (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).

	<p>4. How to describe or analyze a musical example with proper vocabulary [PDE 9.3; 9.4]</p>	<p>5. Sight-reading at a level 2 (on a scale from 1-6)</p> <p style="text-align: center;">Year 3</p> <ol style="list-style-type: none"> 1. Identifying patterns in musical examples 2. Reading a full score and performing individual vocal line 3. Writing two-part harmonization of melody 4. Sight-reading incorporating dynamics, rhythms articulations and accidentals at a level 3 (on a scale from 1-6) <p style="text-align: center;">Year 4</p> <ol style="list-style-type: none"> 1. Identifying sequences and patterns in musical examples 2. Reading a full score and performing individual vocal line 3. Writing four-part harmonization of melody 4. Sight-reading incorporating expressive elements in major and minor keys at a level 4 (on a scale from 1-6) <p style="text-align: center;">Year 1</p> <ol style="list-style-type: none"> 1. Utilizing technical vocabulary of music 2. Hearing errors while performing in 2- or 3- part structure 3. Identifying and explaining compositional devices and techniques used to provide unity, variety, tension and release <p style="text-align: center;">Year 2</p> <ol style="list-style-type: none"> 1. Utilizing technical vocabulary of music 2. Hearing and correcting errors while performing in 2- or 3- part structure 3. Identifying and explaining compositional devices and techniques and comparing to other known works 4. Identifying the rondo, concerto, fugue and sonata forms <p style="text-align: center;">Year 3</p> <ol style="list-style-type: none"> 1. Utilizing technical vocabulary of music 2. Hearing correcting errors while performing in 4-part structure 3. Perceiving and describing in detail significant music events 4. Comparing ways in which musical materials are used within varied works of the same genre or style <p style="text-align: center;">Year 4</p> <ol style="list-style-type: none"> 1. Utilizing technical vocabulary of music 2. Hearing errors while performing in 4- or more part structure 3. Perceiving and describing in detail significant music events and musical styles 4. Comparing ways in which musical materials are used within varied works of the same genre or style
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	<p>5. How to evaluate compositions and performances for effectiveness in communication musical intent [PDE 9.3; 9.4]</p> <p>6. How to articulate connections between music and other subjects [PDE 9.2]</p> <p>7. How to perform authentically and listen to music from different traditions and cultures [PDE 9.2]</p>	<p style="text-align: center;">Year 1,2</p> <p>Determining what elements contribute to the quality of performance or composition</p> <p style="text-align: center;">Year 3,4</p> <p>Explaining the musical means a composition or performance uses to evoke feelings and emotions</p> <p style="text-align: center;">Year 1,2,3,4</p> <p>Using math, reading, arts and science terms and concepts to relate to music</p> <p style="text-align: center;">Year 1,2</p> <ol style="list-style-type: none"> 1. Discussing how history affects performance 2. Comparing and contrasting the six main periods of music history 3. Discussing important events in history in relation to the music of the time 4. Articulating performance characteristics and customs from various cultures <p style="text-align: center;">Year 3</p> <ol style="list-style-type: none"> 1. Identifying characteristics of six main period of history 2. Identifying American music genres 3. Explaining the relationship of music to history and culture <p style="text-align: center;">Year 4</p> <p>Identifying and explaining the stylistic features of a given work that serve to define its aesthetic traditions and its historical or cultural context</p>
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