COURSE DESCRIPTION

Chorus II is open to any student who has successfully completed Chorus I and has permission for enrollment from the instructor. The class is a continuation of Chorus I and is a basic vocal skills and knowledge class with increased opportunities for large choral and small ensemble performance. This course may be repeated for credit.

MAJOR INSTRUCTIONAL GOALS

1. Develop and apply singing skills to perform and communicate through the arts
   a. Demonstrate singing skills and match pitch in an appropriate range
   b. Demonstrate proper singing technique in the following:
      i. intonation
      ii. tone quality
      iii. breathing
      iv. diction
      v. rhythm
      vi. note accuracy
      vii. posture
      viii. memorization
   c. Apply vocal techniques required for expressive performance of varied literature
   d. Apply stylistic elements needed to perform the music of various genres and cultures
   e. Perform on a part in various arrangements for two or more voice parts a cappella and with accompaniment
   f. Apply techniques for expressive performance of vocal literature of Level 4 or higher in a chamber or choral ensemble

2. Develop and apply improvisation skills in music to communicate through the arts
   a. Improvise simple rhythmic variations in a consistent style and meter
   b. Improvise harmonized parts, improvise original melodies over given chord progressions, each in a consistent style, meter and tonality

3. Develop and apply skills to compose, arrange and create music to communicate through the arts
   a. Create or arrange a short song/piece or phrases using a variety of sound sources within specified guidelines
   b. Compose music (phrases) in a distinct style, demonstrating creativity in using the elements of music for expressive effect
4. **Develop and apply the knowledge and skills to read and notate music**
   
a. Perform standard rhythmic notation in 2/4, 3/4, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values below:
   
i. whole note/rest
   ii. quarter note/rest
   iii. half note/rest
   iv. eighth-note pairs
   v. dotted half note
   vi. sixteenth notes
   vii. dotted quarter followed by eighth
   viii. dotted quarter note/rest
   ix. 3 eighth notes beamed together in 6/8

b. Interpret and explain standard rhythmic notation in simple and compound meters using all rhythm and note values above and add:
   
i. syncopation
   ii. alla breve

c. Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and keys

d. Identify standard symbols for dynamics, tempo and articulation:
   
i. p for piano
   ii. f for forte
   iii. mp for mezzo piano
   iv. mf for mezzo forte
   v. pp for pianissimo
   vi. ff for fortissimo
   vii. cresc or < for crescendo
   viii. decresc or > for decrescendo
   ix. dim for diminuendo
   x. accelerando
   xi. ritardando
   xii. allegro
   xiii. moderato
   xiv. andante
   xv. largo
   xvi. a tempo
   xvii. accent
   xviii. fermata
   xix. ties
   xx. slurs
   xxi. staccato
  xxii. legato
   xxiii. marcato
   xxiv. full complement of dynamic range including: sfz
e. Use standard notation for rhythm, pitch, and expressive elements to record musical ideas of 2 to 4 measures for instruments or voice
f. Interpret selected literature that includes nonstandard notation symbols
g. Sight read standard musical notation at Level 3-4 difficulty (Level 3-Moderately Easy-contains moderate technical demands, expanded ranges and varied interpretive requirements; Level 4-Moderately Difficult-requires well-developed technical skills, attention to phrasing, interpretation and ability to perform various meters and rhythms in a variety of keys)

5. Develop and apply the knowledge and skills to listen to, analyze and describe music and musical performance
   a. Identify forms used in selected ensemble repertoire
   b. Determine the musical means (source) and size of group of an aural example
   c. Describe the musical expression (mood) of an aural example
   d. Describe the order and organization of an aural example
   e. Determine the possible origin of an aural example (e.g., location and time)
   f. Characterize the use of music by its intended function (purpose) and its intended audience

6. Develop and apply the knowledge and skills to evaluate music and musical performance
   a. Develop criteria to distinguish between quality and non-quality performance through listening and self-assessment with regard to the following musical elements:
      i. tone quality
      ii. expression/phrasing
      iii. rhythmic accuracy
      iv. pitch accuracy
      v. part acquisition
      vi. blend/balance
      vii. diction/articulation
      viii. style
      ix. posture/stage presence
   b. Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing and self-assessment
   c. Use musical terminology to describe personal response to musical example

7. Develop and apply knowledge and skills to understand the relationships between music, the other arts and disciplines outside the arts
   a. Compare the uses of characteristic elements, artistic processes and organizational principles among the arts in different historical periods and different cultures
   b. Explain how the roles of creators, performers and others involved in the production and presentation of the arts are similar to and different from one another in the various arts
   c. Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures
   d. Explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music
e. Compare and contrast the processes of analysis, inquiry and creativity used in the arts to their use in other subject areas such as mathematics, literature and the physical or social sciences
f. List several skills learned in ensembles and relate them to those skills needed in areas such as the work force, church or community groups and other school groups

8. **Develop and apply the knowledge and skills to understand works of art in time and place**
   a. Identify genre or style from various historical periods through listening to selected ensemble repertoire
   b. Conclude possible origin and/or historical period of an aural example by applying artistic perceptions to selected musical examples
   c. Describe the historical significance of selected musical literature
   d. Describe the effects of society, culture and technology on music
   e. Categorize the function of music being performed in relation to its function in society or history
   f. Compare and contrast a variety of music and music-related vocations and avocations
   g. Cite well-known composers and/or performers of various styles and periods specific to ensemble repertoire
   h. Cite well-known performers specific to student’s instrument and/or voice