



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
Music | Chamber Singers



ORGANIZING THEME/TOPIC

FOCUS STANDARDS

SKILLS

UNIT 1: Establishing the Ensemble

This unit consists of the rehearsal and performance of choral literature for chamber ensemble.

Time Frame: Approximately Week 1-9

STANDARDS (PERFORM)

- Develop and apply **criteria** to select **varied programs** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- **Examine, evaluate, and critique**, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music **informs** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)
- Develop, apply, and **refine** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- Demonstrate an **understanding and mastery** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods **in multiple types of ensembles**. (Pr.5.Ad.a)
- Demonstrate an **ability to connect with audience members before and during the process of engaging with and responding to them** through prepared and improvised performances. (Pr.5.Ad.b)

SKILLS (PERFORM)

SINGING

- Blend and balance vocal part with other ensemble sections without assistance from piano
- Sing with advanced choral tone quality using proper vowel formation and tone production.
- Demonstrate proper breath management using diaphragmatic breathing
- Identify all chromatic and diatonic solfege pitches and perform independently
- Sing 8-part ensemble music independently without accompaniment
- Sing Do-Do chromatically using Curwen/Kodaly hand signs.

NOTATION

- Read and name rhythmic notation including whole, half, dotted half and quarter notes, quarter rests, and eighth note pairs, triplet, sixteenth notes, patterns of syncopation, compound/simple meter, sixteenth rests
- Identify and perform major/minor/diminished/augmented chords
- Vocalize rhythms independently within a variety of musical excerpts
- Identify whole tone scales and modes

MUSICIANSHIP

- Demonstrate appropriate chamber ensemble

		<p>musicianship</p> <ul style="list-style-type: none"> • Demonstrate the use of advanced expressive qualities including extended dynamics and advanced vocal techniques.
<p>UNIT 2: Focus on Chamber Singers Skills</p> <p>This unit consists of the rehearsal and performance of choral literature for chamber ensemble.</p> <p>Time Frame: Approximately Week 10-18</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Compose and improvise musical ideas <i>for a variety of purposes and contexts</i>. (Cr.1.Ad) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Develop and apply criteria to select <i>varied programs</i> to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad) • Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad) • Demonstrate how understanding the style, genre, and context of a varied repertoire of music <i>informs</i> prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad) • Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad) • Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods <i>in multiple types of ensembles</i>. (Pr.5.Ad.a) • Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. (Pr.5.Ad.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Use research and personally-developed criteria to justify 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Improvise a melody using “do-do” • Improvise rhythms using half, quarter, and eighth note pairs, major/minor tonalities <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Sing literature in 8 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing 4 part melody using solfege with major and minor tonalities • Sing with advanced choral tone quality using proper vowel formation and tone production for a variety of languages (Latin, Spanish, German, French) <p>NOTATION</p> <ul style="list-style-type: none"> • Identify pitches on ledger lines. • Identify and describe melodic contour. • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 12/8, 6/8, 5/4, 7/8), and other music symbols within written music • Read and name key signature, multi-meter, range, voice-crossing • Track and follow assigned vocal part within multiple staves. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances,

	<p>choices made when selecting music, citing knowledge of the music, and individual and ensemble purpose and context. (Re.1.Ad)</p> <ul style="list-style-type: none"> • Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music. (Re.2.Ad) 	<p>releases, phrasing, dynamics, and tempo</p> <ul style="list-style-type: none"> • Perform independently without a conductor, responding to cues from ensemble members including entrances, releases, phrasing, and tempo. • Demonstrate ensemble performance skills by adjusting balance, blend, tone, intonation, dynamics and musical expression to other members of the ensemble. • Demonstrate appropriate rehearsal and performance etiquette. <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Compare and contrast ensemble performance to model performances. • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer • Evaluate text and effect on musical interpretation and audience response.
<p>UNIT 3: Refining our skills and Creating!</p> <p>This unit consists of the rehearsal and performance of choral literature for chamber ensemble.</p> <p>Time Frame: Approximately Week 19-27</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts preserving draft compositions and improvisations through standard notation and audio recording. (Cr.2.Ad) • Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts. (Cr.3.Ad) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad) • Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad) • Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Evaluate text and effect on musical interpretation and audience response. • Demonstrate melodic dictation of melodies using “do-do” • Dictate rhythms using all rhythmic values within both simple and compound meters • Dictate melodies using “do-do” using major and minor tonalities. <p>SINGING</p> <ul style="list-style-type: none"> • Sing literature in 8 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing an 8-part (all diatonic steps and skips) using solfege • Sing with advanced choral tone quality using proper vowel formation and tone production using proper vowel formation (Latin, Spanish, German, French) and diction with greater consistency.

	<p>and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)</p> <ul style="list-style-type: none"> • Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad) • Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles. (Pr.5.Ad.a) • Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances. (Pr.5.Ad.b) <p>SKILLS (PERFORM)</p> <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms. (Re.3.Ad) 	<p>NOTATION</p> <ul style="list-style-type: none"> • Identify ledger lines • Identify and describe melodic contour • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 12/8, 6/8, 5/4, 7/8, 3/2, 4/2, 2/2), and other music symbols within written music* • Read and name key signature, multi-meter, range, voice-crossing • Track and follow assigned vocal part within multiple staves. <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Perform independently without a conductor, responding to cues from ensemble members including entrances, releases, phrasing, and tempo. • Demonstrate ensemble performance skills by adjusting balance, blend, tone, intonation, dynamics and musical expression to other members of the ensemble. • Demonstrate appropriate rehearsal and performance etiquette. <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Compare and contrast ensemble performance to model performances. • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer • Evaluate text and effect on musical interpretation and audience response.
<p>UNIT 4: Chamber Singers: Musicianship and Performance</p> <p>This unit consists of the rehearsal</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Share varied, personally-developed musical works – individually or as an ensemble – that address identified purposes and contexts. (Cr.4.Ad) 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Perform an original melodic composition using the pitches “do – do”. • Perform an original rhythmic composition selecting from

and performance of choral literature for chamber ensemble.

Time Frame: Approximately Week 28-36

STANDARDS (PERFORM)

- Develop and apply **criteria** to select **varied programs** to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. (Pr.1.Ad)
- **Examine, evaluate, and critique**, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances. (Pr.2.Ad)
- Demonstrate how understanding the style, genre, and context of a varied repertoire of music **informs** prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ad)
- Develop, apply, and **refine** appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. (Pr.4.Ad)
- Demonstrate an **understanding and mastery** of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods **in multiple types of ensembles**. (Pr.5.Ad.a)
- Demonstrate an **ability to connect with audience members before and during the process of engaging with and responding to them** through prepared and improvised performances. (Pr.5.Ad.b)

STANDARDS (RESPOND)

- Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts. (Re.4.Ad)

all rhythmic values within a variety of simple and compound meters.

SKILLS (PERFORM)

SINGING

- Sing literature in 8 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature)
- Sight sing an 8-part (all diatonic steps and skips) using solfege
- Sing with advanced choral tone quality using proper vowel formation and tone production (Latin, Spanish, German, French, Italian, with potential to expand to pieces in Russian, Hebrew, and East-Asian dialects) and diction with greater consistency.
- Utilize different qualities of tone and timbre to match the musical genre and style.

NOTATION

- Identify ledger lines
- Identify and describe melodic contour
- Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 12/8, 6/8, 5/4, 7/8, 3/2, 4/2, 2/2), and other music symbols within written music
- Read and name key signature, multi-meter, range, voice-crossing
- Track and follow assigned vocal part within multiple staves.

MUSICIANSHIP

- Mark score according to contextual interpretation from conductor and/or class collaboration
- Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo
- Perform independently without a conductor, responding to cues from ensemble members including entrances, releases, phrasing, and tempo.

		<ul style="list-style-type: none">• Demonstrate ensemble performance skills by adjusting balance, blend, tone, intonation, dynamics and musical expression to other members of the ensemble.• Demonstrate appropriate rehearsal and performance etiquette. <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none">• Compare and contrast ensemble performance to model performances.• Provide constructive suggestions for improvement• Evaluate self as both a solo and ensemble performer• Evaluate text and effect on musical interpretation and audience response.
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