



High School Vocal Music Curriculum Essentials Document



*Boulder Valley School District
Department of Curriculum and Instruction
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Music Introduction

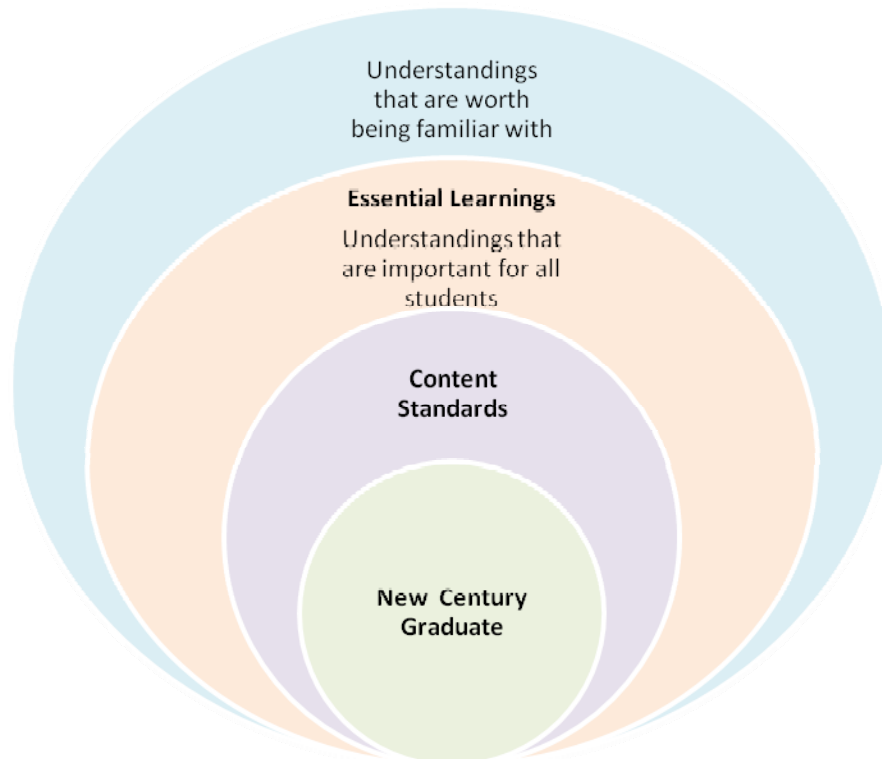
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Middle Level Vocal Music Curriculum Essentials

High School Choir Level I	Choir I Tab
High School Choir Level II.....	Choir II Tab
High School Choir Level III.....	Choir III Tab
High School Choir Level IV	Choir IV Tab
Show Choir.....	Show Choir Tab

General Introduction

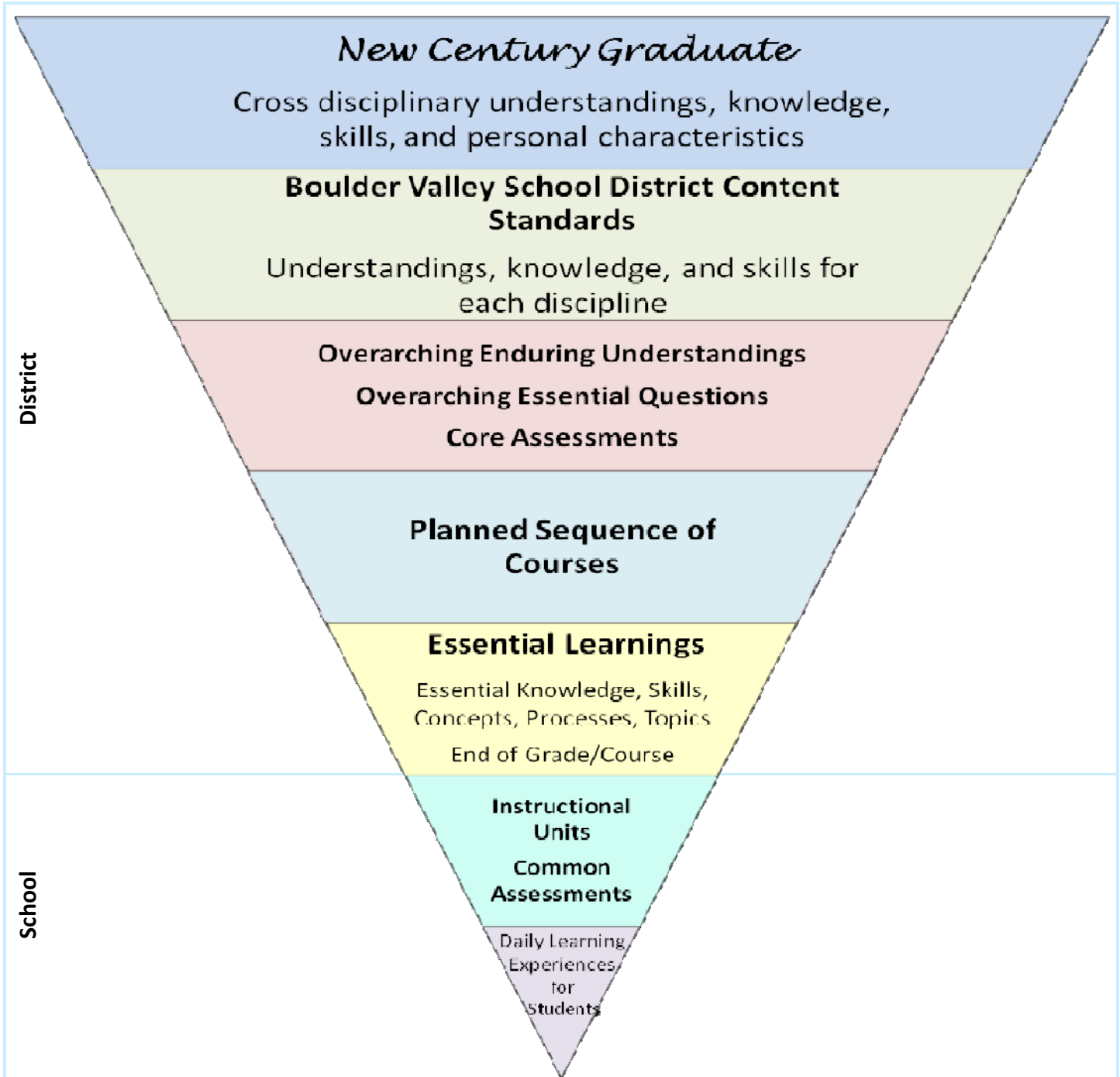
What is a Curriculum Essentials Document? How Does it Relate to a Guaranteed and Viable Curriculum?



Because we are faced with more content than we can reasonably address, we are obligated to make choices and frame priorities. A useful framework for establishing priorities is graphically depicted using 4 nested ovals. The innermost oval, *New Century Graduate*, represents the goals of schooling that have been identified by the Boulder Valley School District community. Moving to the next oval, *Content Standards*, levels of performance for each program of study are clearly articulated. The third oval, *Essential Learnings*, represents the **viable curriculum**. A curriculum is viable when the number of learnings can be accomplished in the time provided (usually a semester, trimester, or year). Thus, an Essentials Document identifies the priorities for learning that are necessary for successful learning at a particular grade level or course and beyond. It also identifies the essential knowledge, skills, concepts, topics, and processes that support the attainment of the essential learning. Finally, the largest oval represents the field of all possible content that might be examined during a grade level or course. This includes extended learning opportunities for students who have achieved the essential learnings or attending to background knowledge and skills that students may need to review or learn to ensure achievement of grade level or course essential learnings.

Curriculum Framework: Macro and Micro Levels

The New Century Graduate identifies the knowledge, skills and personal characteristics that our community has identified as the goals of schooling. Programs of study and curricular content are identified and addressed as a means for students' to attain this broader understanding and overall purpose of learning.



Adapted from Grant Wiggins and Jay McTighe (2007). *Schooling by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 64.

New Century Graduate **Knowledge and Skills**

Life Competencies

Leads a balanced life: exhibits physical fitness, knows good nutrition rules, stays safe and drug free, knows how to have fun and relax, manages anger and stress, exhibits self-sufficiency and self confidence, and finishes tasks.

Understands money management, budgeting, balancing a checkbook, debt management, and record keeping.

Demonstrates time management skills and a broad base of knowledge in practical skills such as cooking, sewing, driving, and map reading.

Knows how to search for a job and knows where to go to find answers.

Communication: Speaking and Writing

Writes and speaks thoughtfully and articulately to inform, to express one's thinking and creativity, and to communicate to diverse audiences.

Uses correct grammar, spelling, and mechanics; organizes for effectiveness

Uses technology for effective communication

Multicultural/Global Perspective

Understands global customs, economics, literature, history, politics, religions, geography, and demographics.

Understands the contributions of different cultures to our society

Demonstrates proficiency in a language other than English.

Literacy: Reading

Reads critically, fluently, and with comprehension.

Reads for information research, pleasure and knowledge of literature.

Mathematics

Demonstrates basic math computational skills and understand higher-level mathematical concepts and reasoning.

Understands conservation and resource management.

History

Possesses knowledge of American and World Histories and their influence upon the present and the future.

Employs literature as a tool for learning about history across cultures.

Science

Demonstrates basic sciences knowledge and understands high-level scientific systems including environmental systems.

Knows how to apply the scientific method to real situations.

Arts

Experiences and appreciates music, visual arts, dance and theater.

New Century Graduate Personal Characteristics



Respect for Others (Values Others)

Understands and values differences including: cultural, religious, ethnic, gender, age, and ability.

Initiative and Courage

Exhibits self-motivation, self-discipline, persistence, independence, confidence, curiosity, and willingness to take risks, without being afraid to fail.

Citizenship

Understands his or her role and responsibilities and contributes to the community, nation, and world.

Responsibility

Takes responsibility for own thoughts and actions, accepting the consequences.

Ethical Behavior

Exhibits personal integrity through honesty, fairness, sincerity, and a sense of justice.

Flexibility and Open Mindedness

Demonstrates flexibility, open-mindedness, adaptability, resiliency, and openness to change.

Self-respect

Possesses self-respect and confidence, while recognizing one's own limitations.

What are Enduring Understandings and Essential Questions?

Enduring Understandings are the big ideas central to a content area that have lasting value beyond the classroom and are transferable to new situations. Enduring understandings describe what, specifically, students should understand about the topic. Such understandings are generally abstract in nature and are often not obvious, thus requiring uncovering of a topic through sustained inquiry.

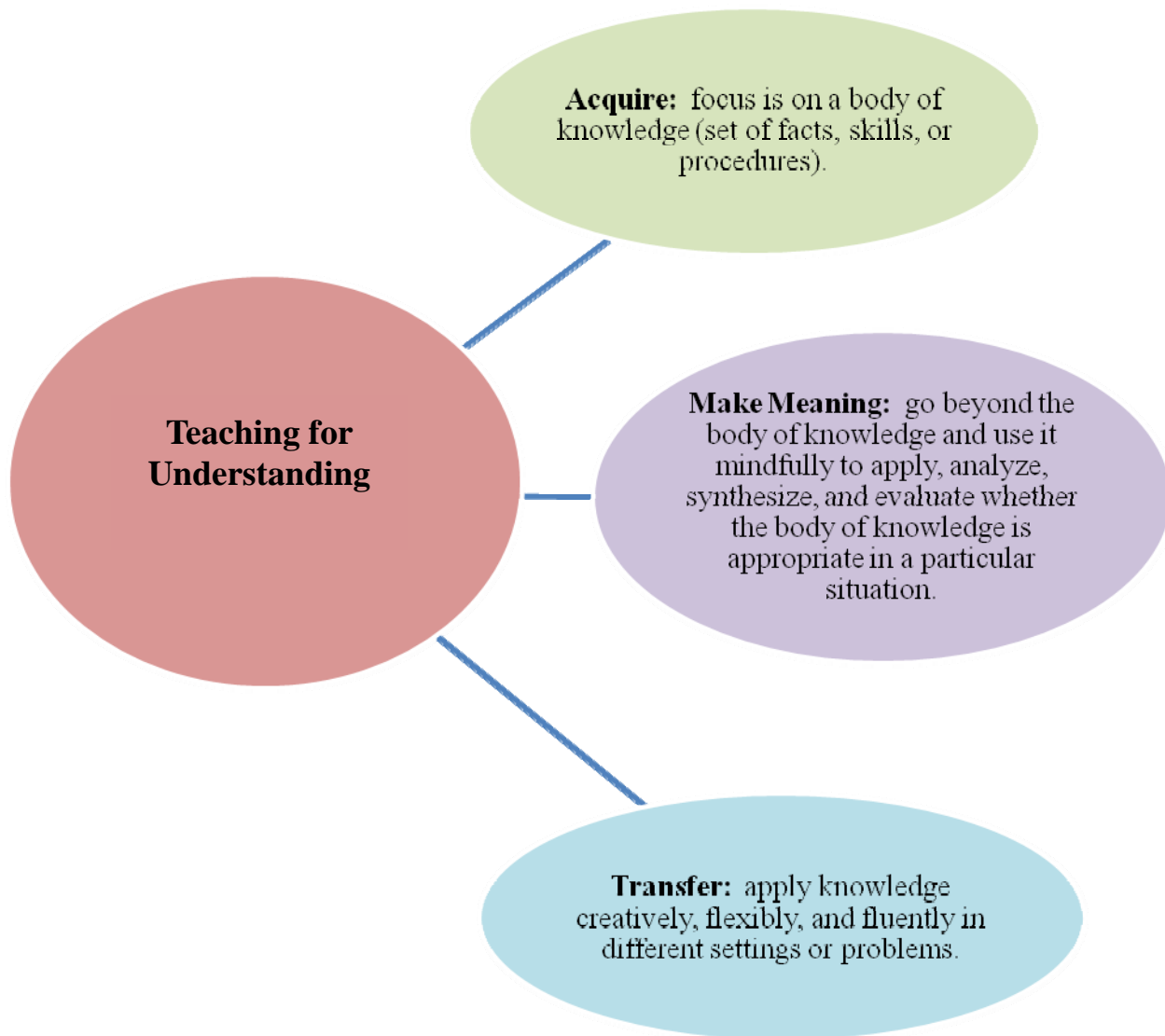
An understanding can be overarching or topical. Overarching understandings are broad (as the name implies) and offer a possible bridge to other units and courses. Overarching understandings are identified at the district-level. Topical understandings are unit specific, identified by teachers about the understandings the unit will cultivate about specific topics.

Essential Questions provoke deep thought, lively discussion, sustained inquiry, and new understandings culminating in meaningful performances. They require students to consider alternatives, weigh evidence, support their ideas, and justify answers. Essential questions do not yield a single straightforward answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. Essential questions spark meaningful connections with prior learnings and personal experiences and create opportunities for transfer to other situations and subjects.

An essential question can be either overarching or topical in scope. Overarching essential questions are general in nature, causing genuine and relevant inquiry into the big ideas and core content. They cut across units and/or courses. Topical essential questions focus on a specific topic and meant to be answered—if only provisionally—by unit's end.

Teaching for Understanding

If learning is to endure in a flexible, adaptable way for future use, then teachers must design units that in provide opportunity for students to 1) acquire knowledge; 2) to deepen the meaning of that knowledge by using it mindfully, and 3) to transfer their learning to new situations or problems.



What Does it Mean to Understand?

Knowledge

- observation and recall of information
- knowledge of dates, events, places, major ideas
- *Question Cues:* list, define, tell, describe, identify, show, label, collect, examine, tabulate, quote, name, who, when, where

Comprehension

- grasp meaning and predict consequences
- order, group, classify, compare/contrast
- *Question Cues:* summarize, describe, contrast, predict, associate, distinguish, estimate, differentiate, discuss, report

Explanation

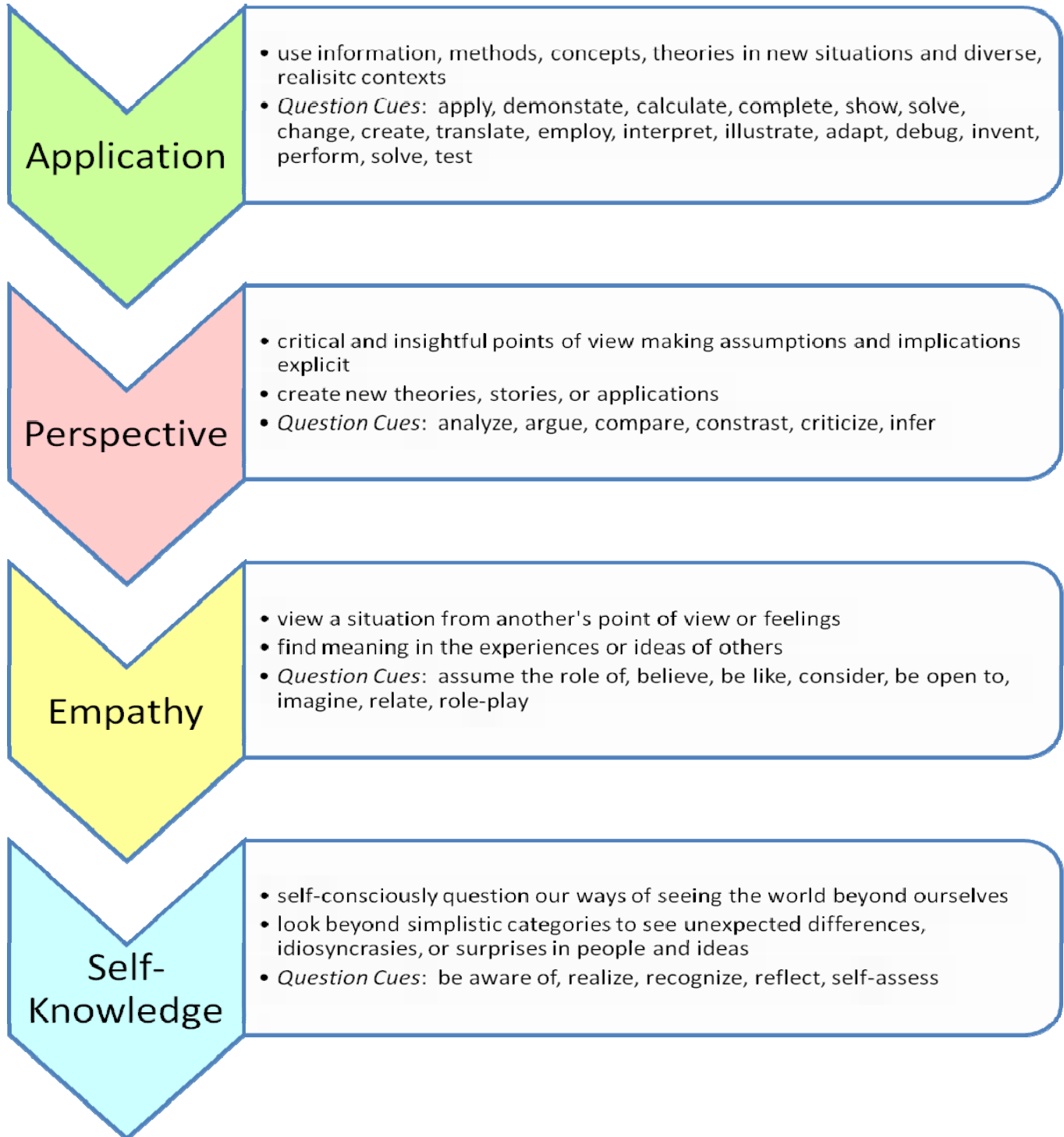
- knowledgeable and justified account of events, action, and ideas
- see patterns, trends, and relationships between parts
- *Question Cues:* support, confirm, justify, verify, prove, illustrate, use, design, describe, model, predict, show, synthesize, exhibit,

Interpretation

- making sense of others' work or data using analogy, metaphors, and artistry
- infer meaning and relevance
- *Question cues:* relate, infer, interpret, compose, rewrite, rearrange, evaluate, conclude, make sense of, read between the lines, represent, translate

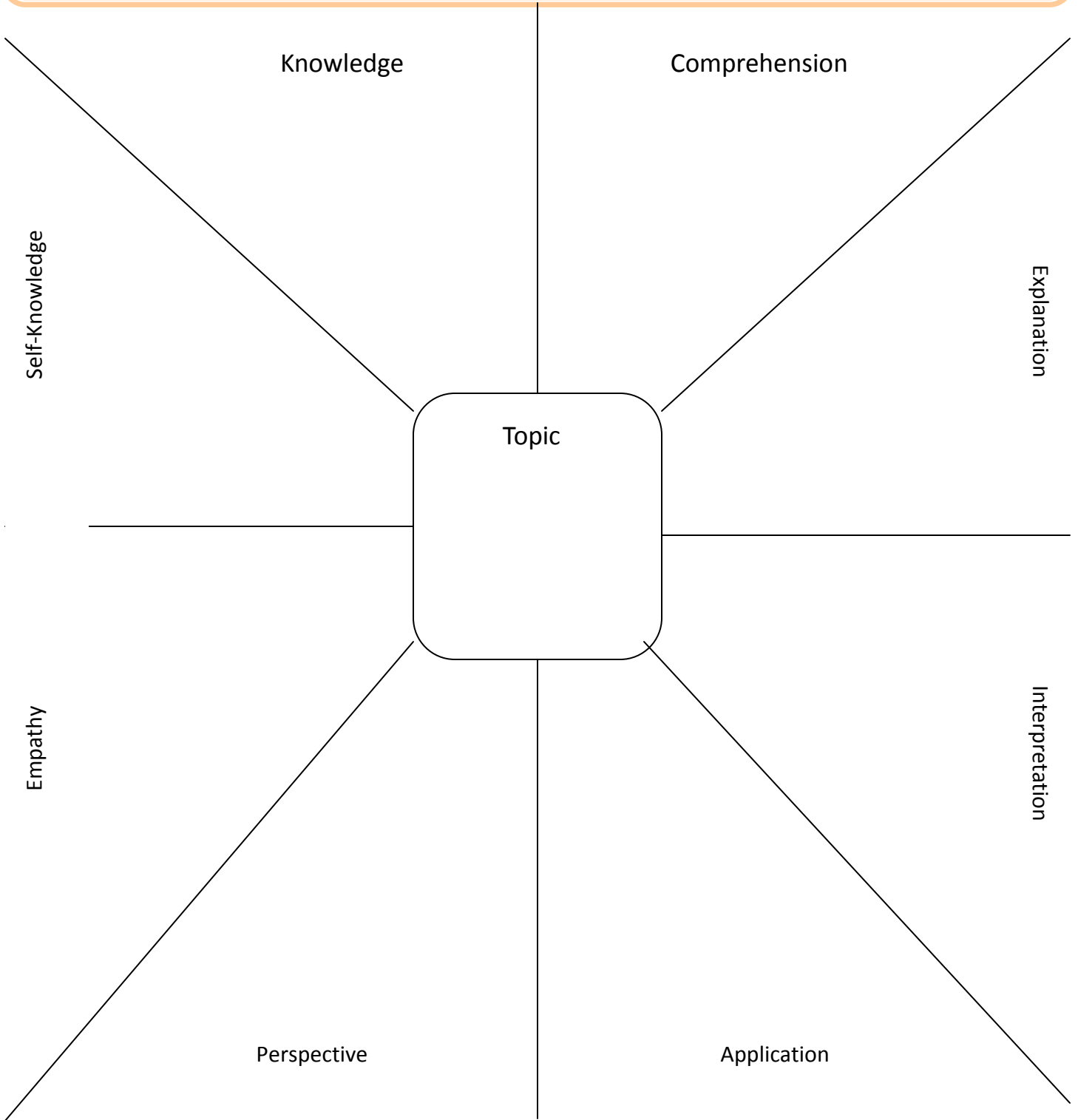
Adapted from Wiggins, Grant and McTighe, Jay. *Understanding by Design*. Alexandria, VA: Association for Supervision and Curriculum Development, 2006.

What Does it Mean to Understand? (continued)



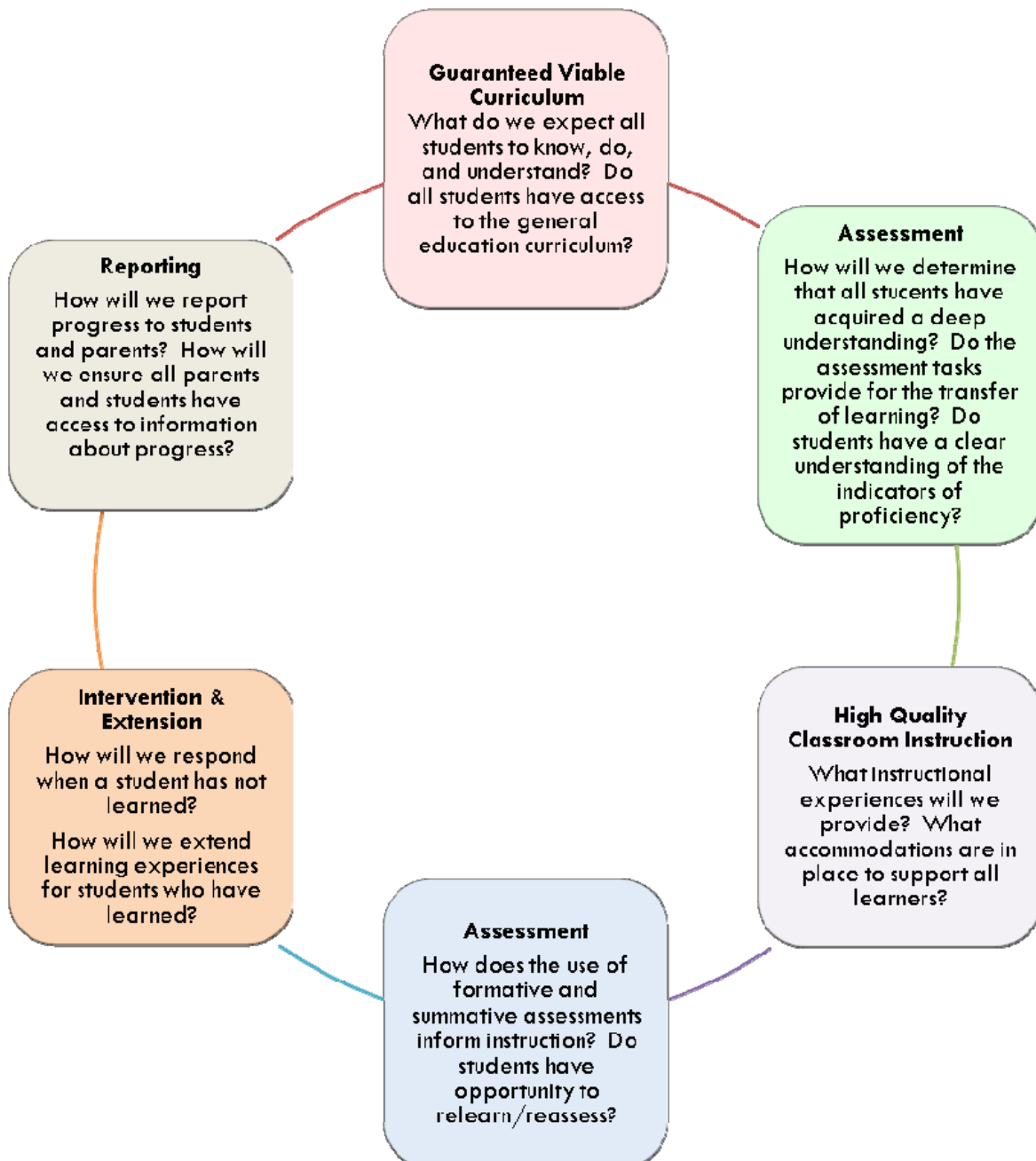
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**Levels of Understanding
Essential Questions**



Instructional Framework Making the Connections

A rigorous and challenging standards-based instructional program ensures maximum academic achievement for all students. The Boulder Valley School District Instructional Framework is a graphic representation that demonstrates how all of the components of an instructional program fit together. Teachers should use this framework and its questions to guide instructional planning and decision-making.



Characteristics of a Boulder Valley School District Standards-based Classroom

Curriculum

All Students Have Access to the General Education Curriculum

- Standards/essential learnings are clearly visible—in writing—in age appropriate student-friendly language
- Continual correlation of curriculum is made to the standards/essential learnings
- Models of high quality products (teacher generated, student generated or both) are provided by the district
- Students and parents are informed of expectations (course syllabus course, standards/essential learnings, grading policy, homework policy, and final culminating activity)
- All students are guaranteed access to the standards/essential learnings
- Lessons and units are developed using a backwards design process
- Suggested timelines are followed

Instruction

Quality Instruction Demands Student-Teacher Collaboration in the Learning Process

Instruction focuses on standards/essential learnings/curriculum

- Clear and high expectation for all students
- Instruction driven by standards/curriculum, not materials or a published program
- Frequent, timely, meaningful feedback of student accomplishment

Instruction supports equity with multiple opportunities to learn through grouping, scaffolding, differentiation, and extension

- Teachers use multiple forms of representation are used (e.g., pictures, words, symbols, diagrams, tables, graphs, word walls)

Students actively engage in learning

- Participate in classroom talk (listening, elaborating, clarifying, expanding)
- Apply rigorous, strategic thinking (application, explanation, perspective, interpretation, perspective, empathy, self-knowledge)

Characteristics of a Boulder Valley School District Standards-based Classroom

Assessment

Assessments are Tightly Aligned to the Standards

- Students and parents are provided with clear descriptions of proficiency
- Classroom grading practices clearly show how students are progressing toward essential learnings/standards
- Grading is based on attainment of the standards
- Student understanding is assessed through multiple types of formative and summative assessments
- Student assessment results are used to make instructional decisions about what direction to take
- Feedback explicitly guides continuous progress toward mastery of the standard and is provided to students in a timely manner
- Opportunities to relearn, reassess, and extend learning are embedded in every classroom
- Teachers collaborate in the design and analysis of common assessments that are aligned to standards
- Students create authentic products and performances for critical audiences

Learning Environment

A Healthy Community of Learners Thrives on Collaborative Processes That Value the Input of All Members

- Positive respectful relationships are evident within the classroom
- Students monitor and manage the quality of their own learning
- Student enrollment shows gender and racial/ethnic diversity
- Verbal and nonverbal cues indicate student engagement
- Teachers plan so that time is used purposefully and efficiently
- Students use time provided purposefully and efficiently
- Students and teachers negotiate and share decisions that positively impact the learning environment
- Teachers help students make connections between community, nation, world, and self
- Teachers show a connectedness with all students, respectful of student diversity and individual differences
- Students believe they are capable of success, take risks to engage in new experiences, and extend skills and habits of mind

Design Templates

Unit Design Template

Desired Results	
BVSD Standard(s)/Essential Learnings	
Unit Enduring Understandings	Unit Essential Questions
Students will know.....	Students will be able to.....
Assessment Evidence	
Performance/Transfer Tasks	Other Evidence
Rubric	Student Self-Assessment and Reflection

Unit Design Template (continued)

Learning Plans

Learning Activities

Materials

Accommodations

Technology Integration

Unit Design Template

Essential Learning:

Assessment:

Teaching for Understanding

	Acquire Knowledge	Make Meaning	Transfer
Essential Questions			
Learning Activities			
Materials			
Accommodations			

Curriculum Map

Month	Standards/Essential Learnings	Assessment	Knowledge Skills	Learning Activities	Accommodations	Materials

Curriculum Map

	August	September	October	November	December
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

	January	February	March	April	May
Standards/ Essential Learnings					
Assessment					
Knowledge					
Skills					
Learning Activities					
Accommodations					
Materials					

Curriculum Map

Month

Theme:

Unit Guiding Question(s):

Standards	Assessment	Knowledge and Skills	Learning Activities	Accommodations	Materials
Science					
Math					
Reading					
Writing					
Speaking					
Listening					
Social Studies					
Health					

Curriculum Map

Year At A Glance

	Reading	Writing	Math	Science	Social Studies	Health	Speaking/ Listening
August							
September							
October							
November							
December							
January							
February							
March							
April							
May							

Curriculum Map

Unit:

Timing:

Essential Questions

Standards/Essential Learnings

Notes	Assessments	Knowledge and Skills	Learning Activities	Accommodations	Materials

Curriculum Map

Unit:

Timing:

Standards/Essential Learnings	
Enduring Understandings	Assessment
Essential Questions	Knowledge and Skills
	Learning Activities
	Accommodations
	Materials

Curriculum Glossary of Terms

Anchor	An anchor is a sample of work or performance used to set the specific performance standard for each level of proficiency. Anchors contribute to scoring reliability and support students by providing tangible models of quality work.
Assessment	Assessment refers to the act of determining a value or degree.
Authentic assessment	An authentic assessment is one composed of tasks and activities design to simulate or replicate important, real-world challenges. It asks a student to use knowledge in real-world ways, with genuine purposes, audiences, and situational variables. Authentic assessments are meant to do more than “test;” they should teach students what the “doing” of a subject looks like and what kinds of performance challenges are actually considered most important in a field or profession.
Backward Design	An approach to designing a curriculum or unit that begins with the end in mind and designs toward that end. This term is used by Grant Wiggins and Jay McTighe in <i>Understanding by Design</i> .
Benchmark	Clearly demarcated progress points that serve as concrete indicators for a standard.
Big Idea	In <i>Understanding by Design</i> (Wiggins and McTighe, 2005), the core concepts, principles, theories, and processes that should serve as the focal point of the curriculum, instruction, and assessment. Big ideas are enduring and important and transferable beyond the scope of a particular unit.
Concept	A concept is a mental construct or category represented by a word or phrase. Concepts include both tangible objects (chair, telephone) and abstract ideas (bravery, anarchy).
Content Standard	A content standard answers the question, “What a student should know, do or understand?”
Curriculum	The curriculum represents what should be taught. It is an explicit and comprehensive plan that is based on content and process standards.
Curriculum Implementation	Curriculum implementation is putting the curriculum into place.
Curriculum Mapping	Curriculum mapping and webbing are approaches that require teachers to align the curriculum, standards, and learning activities across grade levels, within a grade level to ensure a continuum of learning that makes sense for all students.
Enduring Understanding	Enduring understandings are specific inferences, based on big ideas that have lasting value beyond the classroom. They are full-sentence statements that describe specifically what students will understand about the topic.

Curriculum Glossary of Terms (continued)

Essential Learnings	Essential Learnings are the backbone of a guaranteed viable curriculum. Essential Learnings are aligned with standards and articulate the skills, content, and concepts determined to be non-negotiable areas of proficiency attainment by all students so that they are prepared for the next year/level of education. The Essential Learnings are the mandated curriculum of the Boulder Valley School District and form the basis upon which summative assessments are created.
Essential Question	An Essential Question lies at the heart of a subject or a curriculum (as opposed to being either trivial or leading) and promotes inquiry and un-coverage of a subject. Essential questions do not yield a single answer, but produce different plausible responses, about which thoughtful and knowledgeable people may disagree. An essential question can be overarching, grade level specific, or unit specific in scope.
Essential Topics, Skills, Processes, Concepts	The topics, skills, processes, and concepts clarify the Essential Learnings, describe indicators of achievement, and inform the selection of formative and summative assessments.
Formative assessment	An assessment is considered formative when the feedback from learning activities is actually used to adapt the teaching to meet the learner's needs.
Guaranteed Viable Curriculum	In researching what works in schools, Robert Marzano (2003), found five school-level factors that promote student achievement. Using the process of statistical effect size analysis, Marzano concluded that a guaranteed and viable curriculum is the most powerful school-level factor in determining overall student achievement. Marzano defines a guaranteed and viable curriculum as a combination of opportunity to learn (guaranteed) and time to learn (viable). According to Marzano, students have the opportunity to learn when they study a curriculum that clearly articulates required standards to be addressed at specific grade levels and in specific courses. A curriculum is viable when the number of required standards is manageable for a student to learn to a level of mastery in the time provided (usually a semester, trimester, or year).
Learning Activities	These represent the experiences and instruction that will enable students to achieve the desired results such as materials, projects, lectures, videos, homework, assignments, presentations, accommodations, and vocabulary.
Performance Task	A performance task uses one's knowledge to effectively act or bring to fruition a complex product that reveals one's knowledge and expertise.
Prerequisite knowledge and skill	The knowledge and skill required to successfully perform a culminating tasks or achieve an understanding. These typically identify discrete knowledge and know-how required to put everything together in a meaningful, final performance.

Curriculum Glossary of Terms (continued)

Processes	Processes include all the strategies, decisions, and sub-skills a student uses in meeting the content standard.
Product	The tangible and stable result of a performance and the processes that led to it. The product is valid for assessing the student's knowledge to the extent that success or failure in producing the product reflects the knowledge taught and being assessed.
Rubric	A scoring tool that rates performance according to clearly stated levels of criteria and enables students to self-assess. A rubric answers the question, <i>What does understanding or proficiency for an identified result look like?</i> The scales can be numeric or descriptive.
Scope and Sequence	Scope refers to the breadth and depth of content to be covered in a curriculum at any one time (e.g. week, term, year, over a student's school life). Sequence refers to the order in which content is presented to learners over time. The order in which you do it. Together a scope and sequence of learning bring order to the delivery of content, supporting the maximizing of student learning and offering sustained opportunities for learning. Without a considered scope and sequence there is the risk of ad hoc content delivery and the missing of significant learning.
Strategies	Strategies are procedures, methods, or techniques to accomplish an essential learning.
Summative assessment	An assessment is considered summative when the feedback is used as a summary of the learning up to a given point in time.

Music Introduction



Boulder Valley School District Music Background

Introduction

The Boulder Valley Secondary Music Curriculum provides the foundation for quality music instruction for middle and high school students and represents the core program for which all music courses are accountable. The curriculum has three goals:

- To clearly articulate what every student should know, understand, and be able to do in music in each specialization (general, choral, instrumental) and at each level;
- To align with the current Colorado Content Standards for Music; and
- To reduce the breadth of music content at each specialization and level so that concepts can be explored in greater depth.

The Middle School Music program is a natural continuation of the vocal and instrumental programs at the elementary level. Courses are available to all students as an elective. Band, Choir and Orchestra are offered from sixth through eighth grade and meet several times a week. General music electives such as Show Choir and Music and Technology are also offered so students can further explore the world of music. The instrumental, vocal, and general music curricula provide substantive frameworks to guide teacher instruction. The curricula also communicate to parents and the community what skills and concepts are emphasized at each level.

The Boulder Valley High School Music Program is also available to all students as an elective and continues to build on skills and concepts emphasized at the middle school. Vocal and instrumental music are offered throughout the four years and classes meet several times a week. The secondary curriculum includes non-performance based classes such as Music Theory and Music History that are important for students who want to pursue the study of music other than, or in addition to, musical performance classes. As students grow musically, opportunities also grow with increased access to performing ensembles such as large mixed choirs, full

symphony orchestras, jazz, and chamber groups.

Philosophy

Music is an essential component of a child's education. In elementary music, students focus on singing, playing instruments, improvising, composing, reading and notating music, as well as analyzing, evaluating and integrating music with other academic disciplines. This skill-based approach spirals learning through each grade level and continues through the secondary levels and more advanced musical studies.

At the heart of music's importance is its ability to provide the student with a true aesthetic experience. Expressing this aesthetic sense through playing instruments or singing alone or with others is an activity as old as humankind. Through the secondary instrumental and vocal music programs, students develop this aesthetic sense as a constructive way to express thoughts and feelings. Learning about and participating in music teaches critical thinking, problem solving, teamwork, discipline, creativity and self-esteem – skills that transfer to all academics and other aspects of daily life through adulthood. Music is integral to every human culture and opens doors to understanding others through a universal language.

History

In 1994 the U.S. Congress approved the Goals 2000: Educate America Act. This legislation established the arts, with specific standards for music, as a core subject area in which students should be able to demonstrate competence.

The state of Colorado adopted Model Content Standards for Music in 1997, and the Boulder Valley Board of Education adopted the BVSD Academic Content Standards for Music, developed by the Music Task Force, in 1999. The Boulder Valley Secondary Music Curriculum is based upon and aligned with these standards which are included with this document.

Boulder Valley School District Music Content Standards

Music Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Music Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Music Standard 3

Students will create, improvise, and/or compose music.

Music Standard 5

Students will listen to, analyze and describe music.

Music Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Music Standard 4

Students will read and notate music.

Music Standard 6

Students will evaluate music and music performances.

Music Standard 8

Students will understand music in relation to history and culture.



Music Enduring Understandings and Essential Questions

Overarching Enduring Understandings

- Music-making is one of the oldest, most intimate and basic forms of communication and cultural expression.
- Singing and playing an instrument provide people with the means of learning musical and developmental skills.
- Through composing and improvising, people learn to connect ideas with symbols, sound patterns, and musical elements.
- Reading and notating music are essential to music literacy.
- Educated music listeners learn to describe, analyze and evaluate music and music performances as an expressive art form.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.
- Music is an important element of the historical and cultural record of humankind.

Overarching Essential Questions

- Why and how do people create music?
- How do people sing and play an instrument?
- How is music communicated?
- How is music analyzed and understood?
- How is a music performance evaluated?
- What is the relationship between music and other disciplines?
- How does music reflect as well as shape history and culture?

High School Vocal Music Essential Learnings

High School Choir Level 1

- ♪ Sings a variety of musical styles alone
- ♪ Sings a variety of musical styles as part of a group
- ♪ Plays a rhythmic ostinato or accompaniment independently or as part of a group
- ♪ Creates melodies, rhythmic patterns and harmonizations to those melodies
- ♪ Reads and notates pitch, rhythm, form, and structure
- ♪ Describes or analyzes a musical example using appropriate vocabulary
- ♪ Evaluates compositions and performances for effectiveness in communicating musical intent
- ♪ Articulates connections between music and other subjects
- ♪ Performs authentically and listens to music from different traditions and cultures

High School Choir Level 2

- ♪ Sings a variety of musical styles alone
- ♪ Sings a variety of musical styles as part of a group
- ♪ Plays a complex rhythmic ostinato or accompaniment independently or as part of a group
- ♪ Creates melodies, rhythmic patterns and harmonizations to those melodies
- ♪ Reads and notates pitch, rhythm, form, and structure
- ♪ Describes or analyzes a musical example using appropriate vocabulary
- ♪ Evaluates compositions and performances for effectiveness in communicating musical intent
- ♪ Articulates connections between music and other subjects
- ♪ Performs authentically and listens to music from different traditions and cultures

Middle Level Vocal Music Essential Learnings

High School Choir Level 3

- ♪ Sings complex musical phrases accurately alone
- ♪ Sings complex musical phrases accurately as part of a group
- ♪ Plays a vocal line on a melodic instrument
- ♪ Creates detailed melodies or rhythmic patterns or accompaniments within given harmonic structures
- ♪ Reads and notates pitch, rhythm, form, and structure
- ♪ Analyzes musical events
- ♪ Evaluates compositions and performances in terms of aesthetic qualities
- ♪ Articulates connections between music and other subjects
- ♪ Classifies by genre or style and by historical period or culture unfamiliar, but representative, aural examples

High School Choir Level 4

- ♪ Sings complex musical phrases accurately alone
- ♪ Sings complex musical phrases accurately as part of a group
- ♪ Plays and sings melodic line simultaneously
- ♪ Creates longer melodies or complex rhythmic patterns or accompaniments within given harmonic structures
- ♪ Reads and notates pitch, rhythm, form, and structure
- ♪ Analyzes musical events
- ♪ Evaluates compositions and performances in terms of aesthetic qualities
- ♪ Articulates connections between music and other subjects
- ♪ Performs authentically and listens to music from different traditions and cultures

High School Vocal Music Essential Learnings

Show Choir

- ♪ Sings a variety of musical styles alone
- ♪ Sings a variety of musical styles as part of a rhythmic ostinato or accompaniment independently or as part of a group
- ♪ Creates melodies, rhythmic patterns, and harmonizations to those melodies
- ♪ Reads and notates pitch, rhythm, form, and structure
- ♪ Describes or analyzes a musical example using appropriate vocabulary
- ♪ Evaluates compositions and performances for effectiveness in communicating musical intent
- ♪ Articulates connections between music and other subjects
- ♪ Performs authentically and listens to music from different traditions and cultures

Music Scope & Sequence K-5

Standard	K	1	2	3	4	5
Sing	Pitch Production	Pitch Patterns	Pitches Blending Elements	Rounds Words Expressive Elements	Partner Songs	Songs in Multi-Part Harmony
Perform on Instruments	Steady Beat	Beat and Rhythm Technique	Song Accompaniment	Melody	Conductor's Cues	Instruments in Multi-Part Harmony
Create, Improve, Compose	Melodic Answer and Question	Pattern Improvisation	Simple Rhythmic or Melodic Patterns	Musical Phrase	Composer's Structure	Theme and Variations Rondo Form
Read and Notate Music	Beat and Rhythm Quarter Notes and Rests	Quarter Notes Quarter Rests	Quarter Notes Quarter Rests Half Notes Half Rests Paired Eighth Notes	Basic Music Symbols	Music Symbols on Treble Staff	Music Symbols on Grand Staff
Listen To, Analyze, Describe Music	Elements of Music Music Sounds	Listening and Movement Characteristics of Music	Types of Instruments Form	Active Listening and Description	Instrument Families Folk Instruments	Ensemble Performances Solo Performances
Evaluate Music	Listening for Elements Music Vocabulary	Elements Effects in Performance or Composition	Additional Elements Effects in Performance or Composition	Precision Expressiveness	Interaction of Musical Elements	Music Quality and Effectiveness
Music and Other Disciplines	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)	Grade Level Concepts and Terms (all content areas as appropriate)
History and Culture	Diverse Times and Cultures Musical Traditions	Japanese Music Traditions Mexican Music and Traditions Holiday Traditions	Indian Music and Traditions Chinese Music and Traditions Alaskan Music and Traditions	Historical Music of Colorado Native American Music	Historical Music of Colonial America Revolutionary War Patriotic Songs	American Music Post-Revolutionary to Turn of the Century Immigrant Contributions

Music Scope & Sequence Instrumental 5-8

Standard	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade
Sing	Passages from Fifth Grade Band/Orchestra Repertoire	Passages from Sixth Grade Band/Orchestra Repertoire	Passages from Seventh Grade Band/Orchestra Repertoire	Passages from Eighth Grade Band/Orchestra Repertoire
Perform on Instruments	Expressive Elements Proper Technique	Ensemble Performance	Small Ensemble Performance	Solo Performance
Create, Improve, Compose	Melodies Rhythmic Patterns	Music Compositions in Phrases	Appropriate Response to Melodic or Rhythmic Call	Stylistic Response to Melodic or Rhythmic Call
Read and Notate Music	Melodies in Appropriate Clef 3/4, 2/4, 4/4 Meters Whole, Dotted Half, Half, Quarter, Eighth Notes and Rests	Melodies in Appropriate Clef 6/8, 3/8, Common Time, and Cut Meters Sixteenth Notes and Dotted Rhythms	Complex Melodies Syncopated Patterns Sight Reading Advanced Terminology Harmonic and Rhythmic Elements	Technical Level Equal to Playing Skills 9/8 and 12/8 Meters Mastery of Reading and Writing Music Terminology
Listen To, Analyze, Describe Music	Musical Events Melody, Rhythm, Two and Four Measure Phrases Intervals of 3rd, 4th and 5th	Musical Events Melody, Form and Devices	Musical Events Four, Eight and Twelve Measure Phrases Twelve-Bar Blues Form Intervals of 2nd—7th, Unison and Octave Diatonic Tonal Center	Musical Events Triads and Chords Tonic and Dominant Tendencies Tension and Release
Evaluate Music	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness	Stylistic Elements Quality and Effectiveness
Music and Other Disciplines	Rhythm and Meter Concepts Related to Math Elements and Principles Related to Visual Art	Rhythm and Meter Concepts in Related to Math Elements and Principles Related to Visual Art Written Descriptions Literary Interpretation	Rhythm and Meter Concepts Related to Math Elements and Principles Related to Visual Art Written Practice Records	Rhythm and Meter Concepts Related to Math Music History Related to Other Historical Events/Timelines
History and Culture	American Music Post-Revolutionary to Turn of the Century Immigrant Contributions	Music from the Western Hemisphere (Emphasis on Aztec, Inca and Mayan Cultures)	Regional Styles Music from the Eastern Hemisphere (Emphasis on Middle East, Greece and Rome)	Regional Styles Six Main Periods of Music History Music from Colorado and Early America Up to 1900

Music Scope & Sequence

High School Instrumental 9-12

Standard	Level 1	Level 2	Level 3	Chamber Orchestra	Orchestra Winds
Sing	Contrasting Parts Style, Intonation, Phrasing, Articulation	Contrasting Parts Three or Four Parts	Sections of Instrumental Music One on a Part Four Part Music	Melodies Without Accompaniment More Than One Part	Melodies Without Accompaniment More Than One Part
Perform on Instruments	Technique Expressive Qualities Ensemble Skills Level 3 Music	Technique Expressive Qualities Ensemble Skills Level 4 Music	Technique Expressive Qualities Ensemble Skills Level 5 Music	Technique Expressive Qualities Small Ensembles Level 4-5 Music	Technique Expressive Qualities One or Two Students on a Part Level 4-5 Music
Create, Improve, Compose	Improvises Harmonizing Parts	Harmony with Melodic Lines	Melody Variations	Improvises /Composes Harmonizing Parts	Improvises /Composes Harmonizing Parts
Read and Notate Music	Reads Score With Up to Four Staves Sight Reading Level 3 Repertoire Terms and Symbols	Four Part Score Sight Reading Level 3 1/2 Repertoire Terms and Symbols Rhythmic Patterns in a Variety of Meters	Full Score Sight Reading Level 4 Repertoire Terms and Symbols Notational Symbols in 20th Century Music Scale Patterns	Complex Musical Ideas Sight Reading Level 3 Repertoire Terms and Symbols	Complex Musical Ideas Sight Reading Level 3 Repertoire Terms and Symbols
Listen To, Analyze, Describe Music	Technical Vocabulary Compositional Devices /Techniques	Musical Forms of Rondo, Concerto, Fugue, Sonata	Musical Description Use of Musical Materials	Comparison/Contrast Between Works of Music and Performances Distinctive Elements of Music	Comparison/Contrast Between Works of Music and Performances Distinctive Elements of Music
Evaluate Music	Musical Intent	Musical Intent	Aesthetic Qualities	Orchestra Literature and Performance	Orchestra Literature and Performance
Music and Other Disciplines	Music Related to Math Music History Related to Historical Events/ Timelines Physical Properties of Instruments	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation	Music Related to Math Music History Related to Historical Events/Timelines Literary Interpretation
History and Culture	Six Main Periods of Music History	Genre, Style, Historical, Cultural Classifications American Music Genres	Stylistic Features Aesthetic Tradition Historical/Cultural Context	Uses of Elements of Music and Expressive Devices	Uses of Elements of Music and Expressive Devices

Music Glossary of Terms

Accompaniment	A part performed with the main part for richer effect
Arpeggio, Arpeggiated Form	The production of tones in a chord in succession rather than simultaneously
Articulation	In performance, the characteristics of attack and decay of tones and the manner and extent to which tones in sequence are connected or disconnected
Beat	The unit of rhythm; rhythmic pulse felt in most music
Classroom Instruments	Instruments typically used in the general music classroom, including recorder-type instruments, chorded zithers (e.g., Autoharps or ChromAharps), mallet instruments, simple percussion instruments, fretted instruments, keyboard instruments, and electronic instruments.
Compose	To create a piece of music
Cultures	A style of social and artistic expression unique to a particular community of people.
Dynamic levels, dynamics	Degrees of loudness.
Elements of Music	Pitch, rhythm, harmony, dynamics, timbre, texture, form.
Ensemble	A group of musicians who perform together with roughly equal contributions from all members
Expression	With appropriate dynamics, phrasing, style, and interpretation and appropriate variations in dynamics and tempo.
Form	The overall structural organization of a music composition (e.g., AB, ABA, call and response, rondo, theme and variations, sonata-allegro) and the interrelationships of music events within the overall structure.
Genre	A type or category of music (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland).
Harmony/Harmonic	The simultaneous combination of notes in a chord.
Historical and cultural traditions	Styles of social and artistic expression unique to a particular community of people that have been inherited or established and serve as a vehicle to promote cultural continuity.
Improvise or Create	To compose, recite, play, or sing extemporaneously.
Instrument	In the broadest sense, a device used to produce music. More specifically used here to indicate the typical band instruments (flute, clarinet, oboe, bassoon, saxophone, trumpet, French horn, trombone, baritone, tuba and percussion instruments), or orchestral instruments (violin, viola, violoncello and bass) and keyboard instruments traditionally found in instrumental music classrooms.

Music Glossary of Terms (continued)

Level of Difficulty	<p>For purposes of these standards, music is classified into six levels of difficulty:</p> <ul style="list-style-type: none"> • Level 1--Very easy. Easy keys, meters, and rhythms; limited ranges. • Level 2--Easy. May include changes of tempo, key, and meter; modest ranges. • 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 and interpretation, and ability to perform various meters and rhythms in a variety of keys. • Level 5--Difficult. Requires advanced technical and interpretive skills; contains key signatures with numerous sharps or flats, unusual meters, complex rhythms, subtle dynamic requirements. • Level 6--Very difficult. Suitable for musically mature students of exceptional competence. (Adapted with permission from NYSSMA Manual, Edition XXIII, published by the New York State School Music Association, 1991.)
Melody/Melodic	A rhythmically organized sequence of single tones so related to one another as to make up a particular musical phrase or idea.
Meter	The grouping in which a succession of rhythmic pulses or beats is organized; indicated by a meter signature at the beginning of the work.
Meter signature	Numbers placed at the beginning of a musical composition which indicate the division of rhythmic pulses.
MIDI (Musical Instrument Digital Interface)	Standard specifications that enable electronic instruments such as the synthesizer, sampler, sequencer, and drum machine from any manufacturer to communicate with one another and with computers.
Movement	To move rhythmically, usually to music, using prescribed or improvised steps and gestures. Movement can be dance (i.e., folk, ballroom, ethnic or improvised) or it can be a kinesthetic gesture indicating pitch, phrasing, form, dynamics, or other musical elements.
Musical Idea	Phrase, theme, motive
Musical Diversity	Music literature drawn from a variety of historical periods, world cultures, musical styles and forms.
Notation	A system of figures or symbols used to represent numbers, qualities, or other facts or values as in musical notation.
Ostinato	A short musical phrase or melody that is repeated over and over, usually at the same pitch.

Music Glossary of Terms (continued)

Phrase/Phrasing	A segment of a composition, usually consisting of four or eight measures.
Pitch	To set a musical instrument or voice to a particular key
Repertoire	A comprehensive list of compositions, songs, pieces, or parts of pieces that a person is prepared to perform or recite.
Rhythm	A pattern of beats in a piece or a particular kind of music
Rondo	A piece of music in which the principal theme is repeated between at least two sections that contrast with it
Solfege	A technique for the teaching of sight-singing in which each note of the score is sung to a special syllable: do, re, mi, fa, sol, la, and ti.
Style	The distinctive or characteristic manner in which the elements of music are treated. In practice, the term may be applied to, for example, composers (the style of Copland), periods (Baroque style), media (keyboard style), nations (French style), form or type of composition (fugal style, contrapuntal style), or genre (operatic style, bluegrass style).
Technical Accuracy, Technical Skills	The ability to perform with appropriate timbre, intonation, and diction and to play or sing the correct pitches and rhythms.
Tempo	The relative speed at which a composition is played.
Timbre	The character or quality of a sound that distinguishes one instrument, voice, or other sound source from another.

High School Choir Level I Curriculum Essentials

Mixed Choir (N54)

Men's Choir (N55)

Women's Choir (N56)

Select Choir (N62)

Select Men's Choir (N63)

Select Mixed Choir (N64)

Concert Choir (N60)

Vocal Ensemble Level I (N50)



Boulder Valley School District Music Content Standards and High School Choir Level I Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a High School student:

- √ Sings a variety of musical styles alone.
- √ Sings a variety of musical styles as part of a group.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a High School student:

- √ Plays a rhythmic ostinato or accompaniment independently or as part of a group.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a High School student:

- √ Creates melodies, rhythmic patterns and harmonizations to those melodies.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a High School student:

- √ Reads and notates pitch, rhythm, form, and structure.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a High School student:

- √ Describes or analyzes a musical example using appropriate vocabulary.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a High School student:

- √ Evaluates compositions and performances for effectiveness in communicating musical intent.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a High School student:

- √ Articulates connections between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

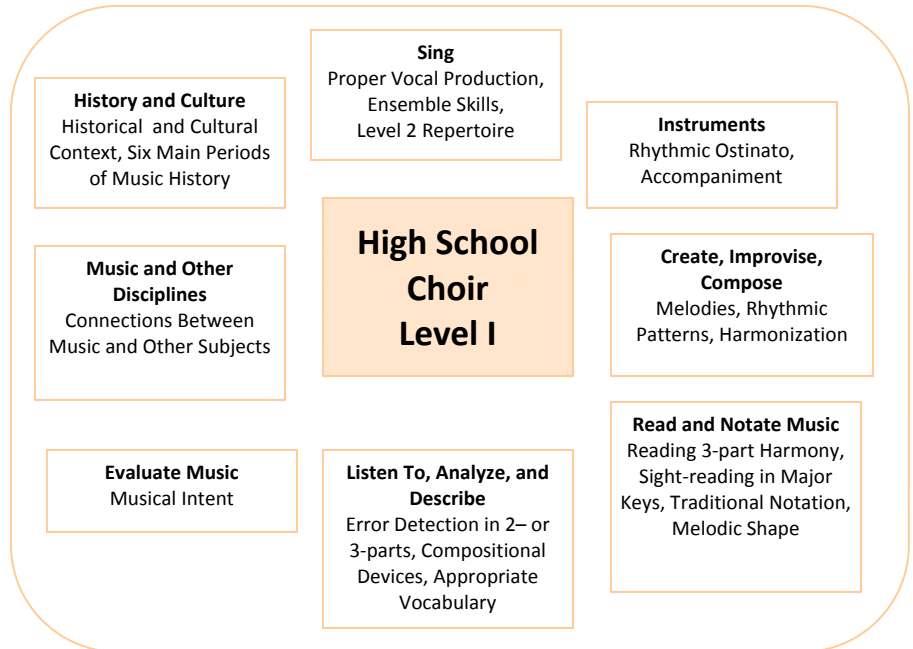
To meet this standard, a High School student:

- √ Performs authentically and listens to music from different traditions and cultures.

High School Choir Level I Overview

Course Description

Choir Level I is a vocal ensemble designed to introduce singers to choral ensembles at the high school level. A wide variety of vocal techniques will be presented and utilized. Culminating performances are a meaningful and mandatory component of this class.



Effective Components of a High School Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality

Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments
- ✓ Non-CSAP Music Assessments

Essential Questions

- How does one sing independently in an ensemble?
- How are various musical styles sung authentically?
- How can instruments effectively accompany a vocal group in the appropriate style?
- How are melodies created and harmonized?
- Why is an understanding of music theory relevant to singing in choir?
- What must be heard to properly analyze music and how can observations be described?
- In judging others' performances how can one be fair, yet critical, without being judgmental?
- What other disciplines are affected by music and how is music affected by other disciplines?
- How do music and the arts have a symbiotic relationship with culture, history, and society?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Questions

How does one sing independently in an ensemble?
How are various musical styles sung authentically?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI1	Sings a variety of musical styles alone
		a Sings accurately level 2 repertoire (on a scale from 1 to 6)
		b Sings with understanding of phrasing, breath support, diction, and vocal projection
		c Sings various styles authentically
		d Sings in English and other languages
		e Sings in all registers of one's voice type
	HSMCI2	Sings a variety of musical styles as part of a group
		a Sings part independently in three-part harmony
		b Listens for blend and balance and adjusts accordingly
		c Responds to conducting patterns in various meters
	d Monitors intonation	

Key Academic Vocabulary: style, timbre, intonation, unison, harmony, phrasing, breath support, diction, vocal projection, register

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Instrumental playing is a fundamental and universal form of expression using a variety of techniques, sources, and styles

Essential Question

How can instruments effectively accompany a vocal group in the appropriate style?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI3	Plays a rhythmic ostinato or accompaniment independently or as part of a group
		a Plays with steady beat and accurate rhythm
		b Plays in appropriate style
		c Demonstrates multiple playing styles

Key Academic Vocabulary: accompaniment, ostinato, style, attack

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How are melodies created and harmonized?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI4	Creates melodies, rhythmic patterns and harmonizations to those melodies
		a Improvises rhythmic patterns
		b Improvises melody over given harmonies
		c Improvises in various styles
		d Creates harmony through singing

Key Academic Vocabulary: harmony, melody, improvisation, phrase, climax, repetition, silence

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Thorough understanding of a musical work involves reading and writing in standard music notation.

Essential Question

Why is an understanding of music theory relevant to singing in choir?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI5	Reads and notates pitch, rhythm, form, and structure
		a Reads a vocal score in three-part harmony
		b Identifies the shape of a musical line as related to pitch
		c Notates a 4-measure piece with correct notation
		d Sight-reads melodic lines in major keys

Key Academic Vocabulary: pitch, rhythm, form, structure, musical line, score, articulations, tie, slur, notation, signatures

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure.

Essential Question

What must be heard to properly analyze music and how can observations be described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI6	Describes or analyzes a musical example using appropriate vocabulary
		a Utilizes technical vocabulary of music
		b Hears errors will performing in 2- or 3-part structure
		c Identifies and explains compositional devices and techniques used to provide unity, variety, tension and release

Key Academic Vocabulary: balance, blend, contrasts, intonation, expression, consonance/dissonance, genre, compositional devices, unity, variety

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure.

Essential Question

In judging others' performances how can one be fair, yet critical, without being judgmental?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI7	Evaluates compositions and performances for effectiveness in communicating musical intent
	a	Determines what elements contribute to the quality of performance or composition

Key Academic Vocabulary: musical intent

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself.

Essential Question

What other disciplines are affected by music and how is music affected by other disciplines?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI8	Articulates connections between music and other subjects
		<p>Uses math, reading, art, science, and physical education terms and concepts to relate to music</p> <p>a</p>

Key Academic Vocabulary: elements of music, sequence, metric accent, acoustics, frequency, amplitude, harmonic series, visualization

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Vocal music is reflective of specific cultures and historical events.

Essential Question

How do music and the arts have a symbiotic relationship with culture, history, and society?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCI9	Performs authentically and listens to music from different traditions and cultures
	a	Discusses how history affects performance
	b	Compares and contrasts the six main periods of music history
	c	Discusses important events in history in relation to the music of the time
	d	Articulates performance characteristics and customs from various cultures

Key Academic Vocabulary: United States history, Colorado history, Medieval, Renaissance, Baroque, Classical, Romantic, Modern, cultural confluence, contemporary, folk, rock, jazz, country, gospel, blues,

Suggested Timelines

Topic	Suggested Timeframe
Proper Vocal Production	Embedded throughout the year
Ensemble Skills	Embedded throughout the year
Level 2 Repertoire	Embedded throughout the year
Rhythmic Ostinato	Embedded throughout the year
Accompaniment	Embedded throughout the year
Melodies, Rhythmic Patterns, Harmonization	Embedded throughout the year
Reading 3-Part Harmony	Embedded throughout the year
Sight-reading in Major Keys	Embedded throughout the year
Traditional Notation	Embedded throughout the year
Melodic Shape	Embedded throughout the year
Error Detection in 2– or 3– parts	Embedded throughout the year
Compositional Devices	Embedded throughout the year
Appropriate Vocabulary	Embedded throughout the year
Musical Intent	Embedded throughout the year
Connection Between Music and Other Subjects	Embedded throughout the year
Historical and Cultural context	Embedded throughout the year
Six Main Periods of Music History and Various Cultures	Embedded throughout the year

High School Choir Level II Curriculum Essentials

Mixed Choir (N54)

Men's Choir (N55)

Women's Choir (N56)

Select Choir (N62)

Select Men's Choir (N63)

Select Mixed Choir (N64)

Concert Choir (N60)

Vocal Ensemble Level II (N50)



Boulder Valley School District Music Content Standards and High School Choir Level II Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a High School student:

- √ Sings a variety of musical styles alone.
- √ Sings a variety of musical styles as part of a group.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a High School student:

- √ Plays a complex rhythmic ostinato or accompaniment independently or as part of a group.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a High School student:

- √ Creates melodies, rhythmic patterns and harmonizations to those melodies.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a High School student:

- √ Reads and notates pitch, rhythm, form, and structure.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a High School student:

- √ Describes or analyzes a musical example using appropriate vocabulary.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a High School student:

- √ Evaluates compositions and performances for effectiveness in communicating musical intent.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a High School student:

- √ Articulates connections between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture*

To meet this standard, a High School student:

- √ Performs authentically and listens to music from different traditions and cultures.

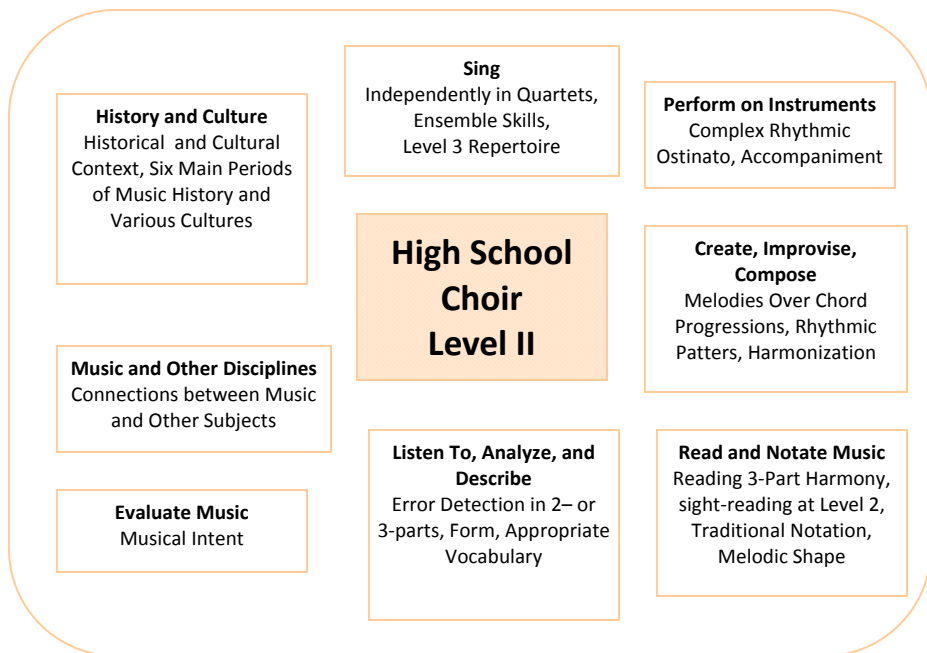
BVSD High School Choir Level II Overview

Course Description

High School Choir Level II builds upon skills and concepts explored in Level 1. The focus turns more towards vocal independence in four-part singing with an emphasis on technique, listening, and sight-reading skills that will act as a base for more complex vocal works in the future. Culminating performances are a meaningful and mandatory component of this class.

Effective Components of a High School Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments
- ✓ Non-CSAP Music Assessments

Essential Questions

- How does one sing independently in an ensemble?
- How are various musical styles sung authentically?
- How can instruments effectively accompany a vocal group in the appropriate style?
- How are melodies created and harmonized?
- Why is an understanding of music theory relevant to singing in choir?
- What must be heard to properly analyze music and how can observations be described?
- In judging others' performances how can one be fair, yet critical, without being judgmental?
- What other disciplines are affected by music and how is music affected by other disciplines?
- How do music and the arts have a symbiotic relationship with culture, history, and society?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How does one sing independently in an ensemble?
How are various musical styles sung authentically?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 1	Sings a variety of musical styles alone
		a Sings accurately level 3 repertoire (on a scale from 1 to 6)
		b Sings various styles authentically from memory
		c Sings in many languages with purity of vowels and clarity of consonants
		d Sings in all registers of one’s voice type with accurate intonation
	HSMCII 2	Sings a variety of musical styles as part of a group
		a Sings independently in quartets
		b Blends vocal timbres and matches dynamic levels
	c Responds to conducting patterns in duple, triple, compound and mixed meters	
	d Adjusts intonation within the ensemble	

Key Academic Vocabulary: pure vowels, diphthongs, voice and unvoiced consonants, duple, triple, compound, and mixed meters

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Instrumental playing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How can instruments effectively accompany a vocal group in the appropriate style?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 3	Plays a complex rhythmic ostinato or accompaniment independently or as part of a group
		a Plays with steady beat and accurate rhythm
		b Plays in appropriate style
		c Demonstrates multiple playing styles
		d Plays with appropriate blend and balance

Key Academic Vocabulary: accompaniment, ostinato, style, attack

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How are melodies created and harmonized?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 4	Creates melodies, rhythmic patterns and harmonizations to those melodies
		a Improvises melodies and harmonies in pentatonic, major, and minor tonalities
		b Improvises stylistically appropriate harmonizations
		c Improvises original melodies over given chord progressions consistent in style, meter, and tonality

Key Academic Vocabulary: chord progression, pentatonic, major, minor

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4
Students will read and notate music.

Enduring Understanding
 Thorough understanding of a musical work involves reading and writing in standard music notation.

Essential Question
 Why is an understanding of music theory relevant to singing in choir?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 5	Reads and notates pitch, rhythm, form, and structure
		a Identifies patterns in musical examples
		b Reads a vocal score in three-part harmony
		c Identifies the shape of a musical line as related to pitch
		d Notates a 4-measure piece with correct notation
		e Sight-reads at a level of 2 (on a scale from 1-6)

Key Academic Vocabulary: pitch, rhythm, form, structure, musical line, score, articulations, tie, slur, notation, signatures, patterns

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure.

Essential Question

What must be heard to properly analyze music and how can observations be described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 6	Describes or analyzes a musical example using appropriate vocabulary
		a Utilizes technical vocabulary of music
		b Identifies and explains compositional devices and techniques and compares to other known works
		c Identifies the musical forms of rondo, concerto, fugue, and sonata
		d Hears and corrects errors will performing in 2- or 3-part structure

Key Academic Vocabulary: rondo, concerto, fugue, sonata form, balance, blend, contrasts, intonation, expression

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure.

Essential Question

In judging others' performances how can one be fair, yet critical, without being judgmental?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 7	Evaluates compositions and performances for effectiveness in communicating musical intent
		<p>a Determines what elements contribute to the quality of performance or composition</p>

Key Academic Vocabulary: musical intent

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself.

Essential Question

What other disciplines are affected by music and how is music affected by other disciplines?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 8	Articulates connections between music and other subjects
		<p>a Uses math, reading, art, science, and physical education terms and concepts to relate to music</p>

Key Academic Vocabulary: elements of music, sequence, metric accent, acoustics, frequency, amplitude, harmonic series, visualization

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Vocal music is reflective of specific cultures and historical events.

Essential Question

How do music and the arts have a symbiotic relationship with culture, history, and society?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCII 9	Performs authentically and listens to music from different traditions and cultures
		a Discusses how history affects performance
		b Compares and contrasts the six main periods of music history
		c Discusses important events in history in relation to the music of the time
		d Articulates performance characteristics and customs from various cultures

Key Academic Vocabulary: United States history, Colorado history, Medieval, Renaissance, Baroque, Classical, Romantic, Modern, cultural confluence, contemporary, folk, rock, jazz, country, gospel, blues, madrigal, art song, opera, impressionist

Suggested Timelines

Topic	Suggested Timeframe
Independently in Quartets	Embedded throughout the year
Ensemble Skills	Embedded throughout the year
Level 3 Repertoire	Embedded throughout the year
Complex Rhythmic Ostinato	Embedded throughout the year
Accompaniment	Embedded throughout the year
Melodies Over Chord Progressions	Embedded throughout the year
Rhythmic Patterns	Embedded throughout the year
Harmonization	Embedded throughout the year
Reading 3-Part Harmony	Embedded throughout the year
Sight-reading at Level 2	Embedded throughout the year
Traditional Notation	Embedded throughout the year
Melodic Shape	Embedded throughout the year
Error Detection in 2- or 3-parts	Embedded throughout the year
Form	Embedded throughout the year
Appropriate Vocabulary	Embedded throughout the year
Musical Intent	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Historical and Cultural context	Embedded throughout the year
Six Main Periods of Music History and Various Cultures	Embedded throughout the year

High School Choir Level III Curriculum Essentials

Mixed Choir (N54)

Men's Choir (N55)

Women's Choir (N56)

Select Choir (N62)

Select Men's Choir (N63)

Select Mixed Choir (N64)

Concert Choir (N60)

Vocal Ensemble Level III (N50)



Boulder Valley School District Music Content Standards and High School Choir Level III Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a High School student:

- ✓ Sings complex musical phrases accurately alone.
- ✓ Sings complex musical phrases accurately as part of a group.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a High School student:

- ✓ Plays a vocal line on a melodic instrument.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a High School student:

- ✓ Creates detailed melodies or rhythmic patterns or accompaniments within given harmonic structure.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a High School student:

- ✓ Reads and notates pitch, rhythm, form, and structure.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a High School student:

- ✓ Analyzes musical events.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a High School student:

- ✓ Evaluates compositions and performances in terms of aesthetic qualities.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a High School student:

- ✓ Articulates connections between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, a High School student:

- ✓ Classifies by genre or style and by historical period or culture unfamiliar, but representative, aural examples.

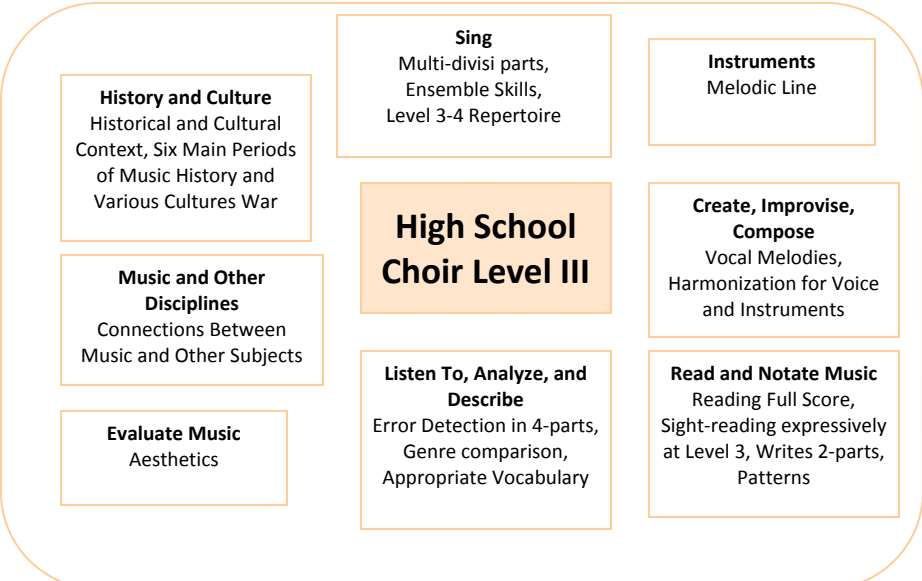
BVSD High School Choir Level III Overview

Course Description

High School Choir Level III builds upon skills and concepts explored in Levels I and II. Emphasis will be placed on developing more advanced musicianship and professionalism. A wide variety of advanced vocal and choral techniques will be explored in-depth. Culminating performances are a meaningful and mandatory component of this class.

Effective Components of a High School Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments
- ✓ Non-CSAP Music Assessments

Essential Questions

- How does one sing independently in an ensemble?
- How are various musical styles sung authentically?
- How can instruments effectively accompany a vocal group in the appropriate style?
- How are melodies created and harmonized?
- Why is an understanding of music theory relevant to singing in choir?
- What must be heard to properly analyze music and how can observations be described?
- In judging others' performances how can one be fair, yet critical, without being judgmental?
- What other disciplines are affected by music and how is music affected by other disciplines?
- How do music and the arts have a symbiotic relationship with culture, history, and society?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How does one sing independently in an ensemble?
How are various musical styles sung authentically?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 1	Sings complex musical phrases accurately alone
		a Sings accurately level 3-4 repertoire (on a scale from 1 to 6)
		b Sings various styles authentically from memory
		c Sings in many languages with understanding of the use of vowel placement to adjust tone
		d Demonstrates self-discipline and sets a positive example for others
	HSMCIII 2	Sings complex musical phrases accurately as part of a group
		a Sings independently in quartets with and without accompaniment
		b Sings multi-divisi harmonies
		c Interprets musical score and conductor’s cues accurately
		d Sings with expressive phrasing
	e Performs accurately music with traditional nontraditional harmonies	

Key Academic Vocabulary: multi-divisi harmony, vowel placement, expression

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Instrumental playing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How can instruments effectively accompany a vocal group in the appropriate style?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 3	Plays a vocal line on a melodic instrument
		a Plays with rhythmic and melodic accuracy

Key Academic Vocabulary: melodic instrument

Essential Learnings
Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3
Students will create, improvise, and/or compose music.

Enduring Understanding
 Improvisation and composition enables students to express their own musical ideas.

Essential Question
 How are melodies created and harmonized?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII	Creates melodies or accompaniments within given harmonic structure
	4	
		a Improvises melodies and harmonies in modal, pentatonic, major and minor tonalities
		b Composes music in several distinct styles using the elements of music for expressive effect
		c Composes and arranges music for voices and various instruments demonstrating knowledge of the ranges and traditional uses of sound sources

Key Academic Vocabulary: accidentals, arrangement, elements of music, expression, harmonization, modes, piano score, range,

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Thorough understanding of a musical work involves reading and writing in standard music notation.

Essential Question

Why is an understanding of music theory relevant to singing in choir?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 5	Reads and notates pitch, rhythm, form, and structure
		a Identifies patterns in musical examples
		b Reads a full score and performs individual vocal line
		c Sight-reads incorporating dynamics, rhythms, articulations, and accidentals at a level 3 (on a scale from 1-6)
		d Writes four-part arrangement from piano score
		e Writes two-part harmonization of melody

Key Academic Vocabulary: musical intent

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure.

Essential Question

What must be heard to properly analyze music and how can observations be described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII	Analyzes musical events
	6	
		a Utilizes technical vocabulary of music
		b Perceives and remembers music events
		c Describes in detail significant music events
		d Compares ways in which musical materials are used within varied works of the same genre or style
	e Hears and corrects errors while performing in 4-part structure	

Key Academic Vocabulary: genre, repetition, interpretation, voicing, progression

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure.

Essential Question

In judging others' performances how can one be fair, yet critical, without being judgmental?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 7	Evaluates compositions and performances for effectiveness in communicating musical intent
		a Explains the musical means it uses to evoke feelings and emotions

Key Academic Vocabulary: aesthetics

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself.

Essential Question

What other disciplines are affected by music and how is music affected by other disciplines?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 8	Articulates connections between music and other subjects
		a Uses math, reading, art, science, and physical education terms and concepts to relate to music

Key Academic Vocabulary: elements of music, sequence, metric accent, acoustics, frequency, amplitude, harmonic series, visualization

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Vocal music is reflective of specific cultures and historical events.

Essential Question

How do music and the arts have a symbiotic relationship with culture, history, and society?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIII 9	Classifies by genre or style and by historical period or culture unfamiliar, but representative, aural examples
		a Identifies characteristics of six main periods of music history
		b Identifies American music genres
		c Explains the relationship of music to history and culture

Key Academic Vocabulary: genre

Suggested Timelines

Topic	Suggested Timeframe
Multi-divisi parts	Embedded throughout the year
Ensemble Skills	Embedded throughout the year
Level 3-4 Repertoire	Embedded throughout the year
Instruments: Melodic Line	Embedded throughout the year
Vocal Melodies	Embedded throughout the year
Harmonization for Voice and Instruments	Embedded throughout the year
Reading Full Score	Embedded throughout the year
Sight-reading expressively at Level 3	Embedded throughout the year
Writes 2-parts	Embedded throughout the year
Patterns	Embedded throughout the year
Error Detection in 4-parts	Embedded throughout the year
Genre comparison	Embedded throughout the year
Appropriate Vocabulary	Embedded throughout the year
Aesthetics	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Historical and Cultural Context	Embedded throughout the year
Six Main Periods of Music History and Various Cultures	Embedded throughout the year

High School Choir Level IV Curriculum Essentials

Mixed Choir (N54)

Men's Choir (N55)

Women's Choir (N56)

Select Choir (N62)

Select Men's Choir (N63)

Select Mixed Choir (N64)

Concert Choir (N60)

Vocal Ensemble Level III (N50)



Boulder Valley School District Music Content Standards and High School Choir IV Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a High School student:

- √ Sings complex musical phrases accurately alone.
- √ Sings complex musical phrases accurately as part of a group.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a High School student:

- √ Plays and sings melodic line simultaneously.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a High School student:

- √ Creates longer melodies or complex rhythmic patterns or accompaniments within given harmonic structure.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a High School student:

- √ Reads and notates pitch, rhythm, form, and structure.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a High School student:

- √ Analyzes musical events.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a High School student:

- √ Evaluates compositions and performances in terms of aesthetic qualities.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a High School student:

- √ Articulates connections between music and other subjects.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, a High School student:

- √ Performs authentically and listens to music from different traditions and cultures.

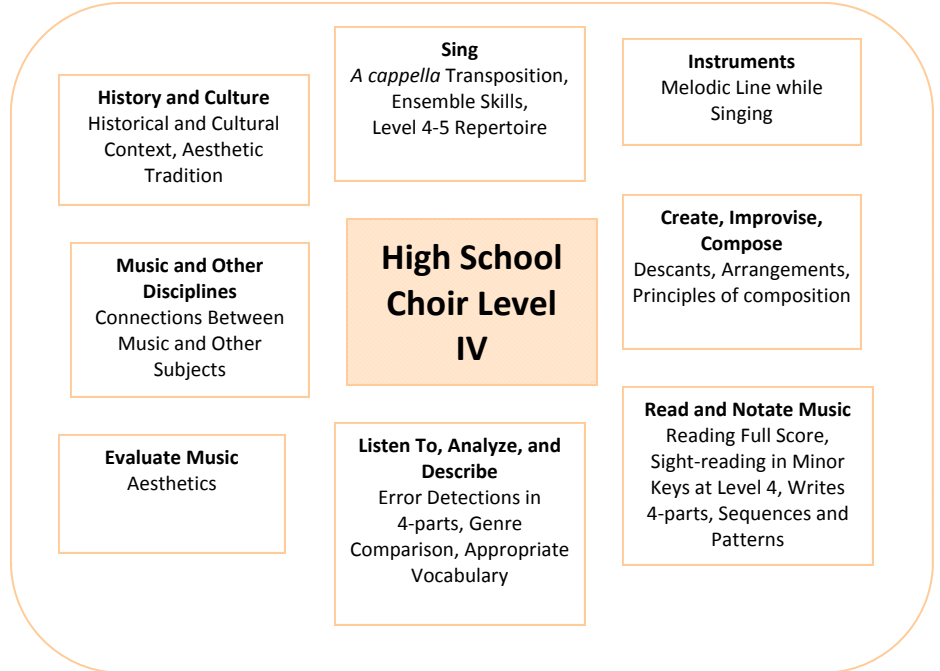
BVSD High School Choir Level IV Overview

Course Description

High School Choir Level IV builds on the skills and concepts from all prior levels. Emphasis will be placed on developing more advanced musicianship and professionalism. A wide variety of advanced vocal and choral techniques will be explored in-depth. Culminating performances are a meaningful and mandatory component of this class.

Effective Components of a High School Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments
- ✓ Non-CSAP Music Assessments

Essential Questions

- How does one sing independently in an ensemble?
- How are various musical styles sung authentically?
- How can instruments effectively accompany a vocal group in the appropriate style?
- How are melodies created and harmonized?
- Why is an understanding of music theory relevant to singing in choir?
- What must be heard to properly analyze music and how can observations be described?
- In judging others' performances how can one be fair, yet critical, without being judgmental?
- What other disciplines are affected by music and how is music affected by other disciplines?
- How do music and the arts have a symbiotic relationship with culture, history, and society?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Questions

How does one sing independently in an ensemble?
How are various musical styles sung authentically?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 1	Sings complex musical phrases accurately alone
		a Sings accurately level 4-5 repertoire (on a scale from 1 to 6)
		b Sings selections from standard vocal repertoire
		c Uses International Phonetic Alphabet as a resource tool
		d Demonstrates control throughout vocal range
		e Transposes <i>a cappella</i> music into one or more keys
	HSMCIV 2	Sings complex musical phrases accurately as part of a group
		a Sings in small ensembles with one on a part
		b Sings various styles and languages authentically
		c Incorporates mood, tempo, dynamics, and tone color into performance
	d Demonstrates self-discipline and sets a positive example for others	

Key Academic Vocabulary: International Phonetic Alphabet, *a cappella*

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Instrumental playing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How can instruments effectively accompany a vocal group in the appropriate style?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 3	Plays and sings melodic line simultaneously
		a Plays and sings with rhythmic and melodic accuracy

Key Academic Vocabulary: melodic instrument

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How are melodies created and harmonized?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 4	Creates longer melodies or complex rhythmic patterns or accompaniments within given harmonic structure
		a Creates a descant or ostinato to a previously learned melody
		b Creates an arrangement to a given melody with appropriate choral and instrumental scoring
		c Uses available multimedia and technology
		d Composes and arranges music demonstrating imagination and technical skill in applying principles of composition

Key Academic Vocabulary: descant, arrangement

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Thorough understanding of a musical work involves reading and writing in standard music notation.

Essential Question

Why is an understanding of music theory relevant to singing in choir?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 5	Reads and notates pitch, rhythm, form, and structure
		a Reads a full score and performs individual vocal line
		b Sight-reads incorporating expressive elements in major and minor keys at a level 4 (on a scale from 1-6)
		c Writes four-part arrangement from piano score
		d Writes four-part harmonization of melody
		e Identifies sequences and patterns in a musical example

Key Academic Vocabulary: pitch, rhythm, form, structure, musical line, score, articulations, tie, slur, notation, signatures, patterns

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure.

Essential Question

What must be heard to properly analyze music and how can observations be described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 6	Analyzes musical events
		a Utilizes technical vocabulary of music
		b Perceives and remembers music events
		c Describes in detail significant music events and musical styles
		d Compare ways in which musical materials are used within varied works of the same genre or style
		e Hears errors will performing in 4- or more part structure

Key Academic Vocabulary: Word painting, modulation, aleatory music

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure.

Essential Question

In judging others' performances how can one be fair, yet critical, without being judgmental?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 7	Evaluates compositions and performances in terms of aesthetic qualities
		a Explains the musical means compositions and performances use to evoke feelings and emotions

Key Academic Vocabulary: aesthetics

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself.

Essential Question

What other disciplines are affected by music and how is music affected by other disciplines?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 8	Articulates connections between music and other subjects
		<p style="margin-left: 20px;">a Uses math, reading, art, science, and physical education terms and concepts to relate to music</p>

Key Academic Vocabulary: elements of music, sequence, metric accent, acoustics, frequency, amplitude, harmonic series, visualization

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Vocal music is reflective of specific cultures and historical events.

Essential Question

How do music and the arts have a symbiotic relationship with culture, history, and society?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMCIV 9	Performs authentically and listens to music from different traditions and cultures
		<p style="text-align: center;">a Identifies and explains the stylistic features of a given work that serve to define its aesthetic tradition and its historical or cultural context</p>

Key Academic Vocabulary: aesthetics

Suggested Timelines

Topic	Suggested Timeframe
<i>A cappella</i> Transposition	Embedded throughout the year
Ensemble Sills	Embedded throughout the year
Level 4-5 Repertoire	Embedded throughout the year
Melodic Line while Singing	Embedded throughout the year
Descants	Embedded throughout the year
Arrangements	Embedded throughout the year
Principles of Composition	Embedded throughout the year
Reading Full Score	Embedded throughout the year
Sight-reading in Minor Keys at Level 4	Embedded throughout the year
Writes 4-parts, Sequences and Patterns	Embedded throughout the year
Error Detections in 4-parts	Embedded throughout the year
Genre comparison	Embedded throughout the year
Appropriate Vocabulary	Embedded throughout the year
Aesthetics	Embedded throughout the year
Connections Between Music and Other Subjects	Embedded throughout the year
Historical and Cultural Context	Embedded throughout the year
Aesthetic Tradition	Embedded throughout the year

High School Show Choir Curriculum Essentials



Boulder Valley School District Music Content Standards and High School Show Choir Essential Learnings

Music Standard 1: *Students will sing alone and/or with others a varied repertoire of music.*

To meet this standard, a High School student:

- √ Sings a variety of musical styles alone.
- √ Sings a variety of musical styles as part of a group.

Music Standard 5: *Students will listen to, analyze and describe music.*

To meet this standard, a High School student:

- √ Describes or analyzes a musical example using appropriate vocabulary.

Music Standard 2: *Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.*

To meet this standard, a High School student:

- √ Plays a rhythmic ostinato or accompaniment independently or as part of a group.

Music Standard 6: *Students will evaluate music and music performances.*

To meet this standard, a High School student:

- √ Evaluates compositions and performances for effectiveness in communicating musical intent.

Music Standard 3: *Students will create, improvise, and/or compose music.*

To meet this standard, a High School student:

- √ Creates melodies, rhythmic patterns and harmonizations to those melodies.

Music Standard 7: *Students will understand relations among music, the other arts, and disciplines outside the arts.*

To meet this standard, a High School student:

- √ Articulates connections between music and other subjects.

Music Standard 4: *Students will read and notate music.*

To meet this standard, a High School student:

- √ Reads and notates pitch, rhythm, form, and structure.

Music Standard 8: *Students will understand music in relation to history and culture.*

To meet this standard, a High School student:

- √ Performs authentically and listens to music from different traditions and cultures.

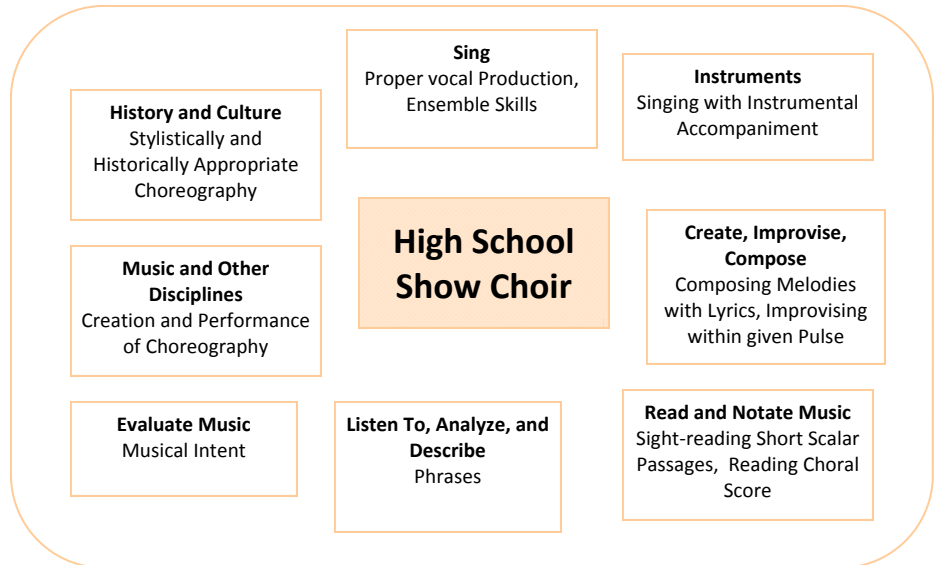
High School Show Choir Overview

Course Description

Show Choir focuses on the performance of vocal music in the popular idiom. Emphasis will be placed on developing appropriate vocal techniques and stage presence to create an effective overall performance. Culminating performances are a meaningful and mandatory component of this class.

Effective Components of a High Show Choir Program

- Actively engages and motivates students in the process of learning music
- Models and demonstrates accurate and artistic musical technique
- Selects challenging, yet realistic literature for performance
- Introduces and expects appropriate use of music vocabulary
- Provides opportunities for individual and multiple groupings
- Differentiates music instruction to meet wide range of student needs
- Integrates music with other content areas with an emphasis on history, culture, and literacy
- Assesses frequently and provides adequate feedback
- Demonstrates excellent rehearsal techniques to improve performance quality



Assessment

- ✓ Pre-assessments
- ✓ Checks for understanding
- ✓ Observations/Anecdotal Records
- ✓ Student questions/comments
- ✓ Personal reflections
- ✓ Teacher questions and prompts
- ✓ Performance tasks (planning, in-progress, final)
- ✓ Critiques (group discussion, written reflection, in-progress)
- ✓ Peer assessments
- ✓ Self-assessments

Essential Questions

- How does one sing independently in an ensemble?
- How are various musical styles sung authentically?
- How can instruments effectively accompany a vocal group in the appropriate style?
- How are melodies created and harmonized?
- Why is an understanding of music theory relevant to singing in choir?
- What must be heard to properly analyze music and how can observations be described?
- In judging others' performances how can one be fair, yet critical, without being judgmental?
- What is the relationship between music and dance?
- How has music and choreography changed over time and what is the affect of music on dance styles?

Technology Integration & Information Literacy

- ① Creates music with a variety of media, including technology
- ① Records, stores, accesses, retrieves, plays, or presents music using available technology
- ① Practices, collaborates, communicates, and/or integrates media using available technology resources
- ① Formulates research questions about music
- ① Accesses school library, teacher-librarian, music collections, web resources, and other information or digital resources
- ① Efficiently demonstrates effective online searching techniques
- ① Cites and uses information sources appropriately
- ① Uses technology responsibly and safely

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 1

Students will sing alone and/or with others a varied repertoire of music.

Enduring Understanding

Singing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How does one sing independently in an ensemble?
How are various musical styles sung authentically?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS1	Sings a variety of musical styles alone
		a Sings with understanding of phrasing
		b Sings various styles authentically
		c Sings in English and other languages
		d Sings in all registers of one's voice type
	HSMS2	Sings a variety of musical styles as part of a group
		a Sings part in unison and in parts
		b Listens for blend and balance and adjusts accordingly
	c Responds to conducting patterns in various meters	
	d Monitors intonation	

Key Academic Vocabulary: style, timbre, intonation, unison, harmony, phrasing, breath support, diction, vocal projection, register, pop, rock, show, jazz

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 2

Students will perform on pitched and non-pitched classroom instruments, alone and/or with others, a varied repertoire of music.

Enduring Understanding

Instrumental playing is a fundamental and universal form of expression using a variety of techniques, sources, and styles.

Essential Question

How can instruments effectively accompany a vocal group in the appropriate style?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS3	Plays a rhythmic ostinato or accompaniment independently or as part of a group
		a Plays with steady beat and accurate rhythm
		b Plays in appropriate style
		c Demonstrates multiple playing styles

Key Academic Vocabulary: accompaniment, ostinato, style, attack

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 3

Students will create, improvise, and/or compose music.

Enduring Understanding

Improvisation and composition enables students to express their own musical ideas.

Essential Question

How are melodies created and harmonized?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS4	Creates melodies, rhythmic patterns and harmonizations to those melodies
		a Improvises rhythmic patterns
		b Improvises melody over given harmonies
		c Improvises in various styles
		d Creates harmony through singing

Key Academic Vocabulary: harmony, melody, improvisation, phrase, climax, repetition, silence

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 4

Students will read and notate music.

Enduring Understanding

Thorough understanding of a musical work involves reading and writing in standard music notation.

Essential Question

Why is an understanding of music theory relevant to singing in choir?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS5	Reads and notates pitch, rhythm, form, and structure
		a Reads a vocal score in three-part harmony
		b Identifies the shape of a musical line as related to pitch
		c Notates a 4-measure piece with correct notation
		d Sight-reads melodic lines in major keys

Key Academic Vocabulary: pitch, rhythm, form, structure, musical line, score, articulations, tie, slur, notation, signatures

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 5

Students will listen to, analyze and describe music.

Enduring Understanding

Vocal performances can be discussed and analyzed in a variety of ways. Descriptions of music will vary based on listener experience and musical exposure.

Essential Question

What must be heard to properly analyze music and how can observations be described?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS6	Describes or analyzes a musical example using appropriate vocabulary
		a Utilizes technical vocabulary of music
		b Hears errors will performing in 2- or 3-part structure
		c Identifies and explains compositional devices and techniques used to provide unity, variety, tension and release

Key Academic Vocabulary: balance, blend, contrasts, intonation, expression, consonance/dissonance, genre, compositional devices, unity, variety

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 6

Students will evaluate music and music performances.

Enduring Understanding

Singing can vary greatly from performer to performer. Differences in performance choices may indicate different levels of experience and musical exposure.

Essential Question

In judging others' performances how can one be fair, yet critical, without being judgmental?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS7	Evaluates compositions and performances for effectiveness in communicating musical intent
		<p>a Determines what elements contribute to the quality of performance or composition</p>

Key Academic Vocabulary: musical intent

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 7

Students will understand relations among music, the other arts, and disciplines outside the arts.

Enduring Understanding

Choral music is influenced by and can be an influence upon various art forms and disciplines outside itself.

Essential Question

What is the relationship between music and dance?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS8	Creates and performs original choreography
	a	Synthesizes musical and dance genres
	b	Demonstrates good stage movement and blocking
	c	Teaches original choreography to ensemble
	d	Demonstrates excellent stage presence

Key Academic Vocabulary: elements of music, sequence, metric accent, acoustics, frequency, amplitude, harmonic series, visualization

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts

Standard 8

Students will understand music in relation to history and culture.

Enduring Understanding

Vocal music is reflective of specific cultures and historical events

Essential Question

How has music and choreography changed over time and what is the affect of music on dance styles?

Essential Learnings

Essential Knowledge, Skills, Topics, Processes, and Concepts	HSMS9	Performs choreography from different historical aspects of show music, pop, rock, and jazz
		<p style="margin-left: 20px;">a Describes unique characteristics of choreography of different styles and time periods</p>

Key Academic Vocabulary: show music, pop, rock, jazz, big band, swing, line, partners

Suggested Timelines

Topic	Suggested Timeframe
Proper Vocal Production	Embedded throughout the year
Ensemble Skills	Embedded throughout the year
Rhythmic Ostinato	Embedded throughout the year
Accompaniment	Embedded throughout the year
Melodies, Rhythmic Patterns, Harmonization	Embedded throughout the year
Reading 3-part Harmony	Embedded throughout the year
Sight-reading in Major Keys	Embedded throughout the year
Traditional Notations	Embedded throughout the year
Melodic Shape	Embedded throughout the year
Error Detection in 2- or 3-parts	Embedded throughout the year
Compositional Devices	Embedded throughout the year
Appropriate Vocabulary	Embedded throughout the year
Musical Intent	Embedded throughout the year
Choreography	Embedded throughout the year
Stylistically and Historically Appropriate Choreography	Embedded throughout the year