

# Curriculum Outline



**Campbell High School**

Character – Courage – Respect – Responsibility

Course & Level: Chorus

Department: Music

Teacher: Deleault

Grade level: 9-12

## Description of Course:

The Campbell High School Chorus encourages any student interested in improving his/her musical and singing abilities to get involved. The course will emphasize music fundamentals, including vocal technique, rehearsal etiquette, basic music theory, sight singing and performance techniques. Participation in periodic public performances is required; participation in area festivals is encouraged. No previous singing experience is required. Chorus members are also eligible to audition for other specialty choirs (i.e. a cappella groups) which may develop.

**Full Year**

## School – Wide Expectations:

### Academic

1. Read, write and speak effectively
2. Exhibit critical thinking and problem solving skills
3. Use resources to obtain information and facilitate learning

### Civic/Social

1. Exhibit personal responsibility
2. Work cooperatively in an atmosphere of mutual respect
3. Contribute to the stewardship of the community

*The school-wide expectations are incorporated into all courses at Campbell High School. Underlined words in the following text illustrate this alignment between school-wide expectations and the course*

## Core Competencies as Aligned with State Standards:

**Performance:** Students will sing proficiently a varied repertoire of music, both alone and with others. (work cooperatively in an atmosphere of mutual respect)

NH Curriculum Standard 1: Students will sing a varied repertoire of music, both alone and with others.

**Notation:** Students will read standard music notation and demonstrate competence in using that notation. (read)

NH Curriculum Standard 5: Students will read and notate music.

**Evaluation:** Students will analyze, describe, and evaluate music and music performances using correct terminology. (read, write, speak effectively, use critical thinking and problem solving skills)

NH Curriculum Standard 6: Students will listen to, analyze, and describe music.

NH Curriculum Standard 7: Students will evaluate music and music performances.

**Relation:** Students will demonstrate an understanding of music in relation to history, culture, other arts, other disciplines, and careers. (use resources to obtain information and facilitate learning)

NH Curriculum Standard 8: Students will relate music to the other arts, and to disciplines outside the arts.

NH Curriculum Standard 9: Students will relate music to history, culture, and careers.

### **Suggested Texts and Media (Software, A/V, etc.):**

1. Text: *Essential Musicianship: A Comprehensive Choral Method*. Crocker and Leavitt, Hal Leonard, 1995.
2. Text: *Essential Sight-Singing: Mixed Voices*. Crocker and Leavitt, Hal Leonard, 2006.
3. Text: *One-Minute Theory for the Choral Music Classroom*. Slabbinck and Shaw-Slabbinck, Neil A. Kjos, 2005.
4. Periodical: *In Tune Monthly*. In Tune Partners, LLC.
5. Periodical: *Music Alive!* In Tune Partners, LLC.
6. Sheet Music
7. Teacher-created worksheets and PowerPoint lectures.

We utilize a variety of instructional resources beyond the identified textbooks and materials throughout the school year to enhance your student's educational experience. Parents/Guardians are welcome to review the available resources throughout the school year by contacting their student's teacher. Alternative assignments may be available upon request. Please contact the classroom teacher for further details.

### **Suggested Instructional Strategies:**

1. **Choral Rehearsal:** Students sing warm-up exercises and repertoire while teacher aids in critical listening, problem-solving, and striving for improvement toward excellence.
2. **Lecture:** Teacher shares information regarding vocal technique and music theory.
3. **Group Work:** Students work together on notation and composition projects, with teacher assistance/guidance.
4. **Journal:** Students write responses to musical listening exemplars, with teacher feedback.

### **Suggested Assessment Strategies:**

1. Assessments in the performance competency include concert, contest, and festival performances as well as vocal improvisation exercises and memorization checks.
2. Assessments in the notation competency include choral textbook assignments, theory textbook quizzes, theory/notation worksheets, composition mini-projects, and sight-singing exercises.
3. Assessments in the evaluation competency include listening journal assignments, live performance evaluations, video performance evaluations, and musical terminology worksheets.
4. Assessments in the relation competency include article comprehension worksheets, history/culture assignments, and guest speaker reflection essays.