



9-12th Grade

Advanced Treble Chorus GSE



CREATING

HSAWC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

HSAWC.CR.2 Organize, develop, and revise musical ideas and works.

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

PERFORMING

HSAWC.PR.1 Analyze, interpret, and select musical works for presentation.

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style.
- c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.



HSAWC.PR.2 Develop and refine musical techniques and works for presentation.

- a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Develop vocal continuity through passaggio and across vocal registers.
- d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing.
- e. Describe and explain elements of vocal health, including proper use and physiological needs.
- f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance.
- g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.

HSAWC.PR.3 Convey meaning through the presentation of musical works.

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras.
- b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

RESPONDING

HSAWC.RE.1 Perceive, analyze, and interpret meaning in musical works.

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.



HSAWC.RE.2 Apply criteria to evaluate musical works.

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

CONNECTING

HSAWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.

- a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Discuss the collaborative nature of the choral art.

HSAWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Analyze historical and cultural characteristics of a varied repertoire including world music.
- b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture and style of music presented in class.
- d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.