



9-12th Grade
Beginning Tenor Bass
Chorus GSE



CREATING

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

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create movement for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

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

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

PERFORMING

HSBMC.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.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.



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

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

HSBMC.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 and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

RESPONDING

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

- a. Identify 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. Describe 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.

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

- a. Using self-reflection and peer feedback, listen to and 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

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

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.

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

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.