

Independent School District of Boise City

Music - A Cappella Choir

District Course # 1073

Course Description

Open to: 10, 11, 12 One-Year Course

Prerequisite: Mixed Choir, Treble, Audition or Instructor Approval

Content: Students will perform a variety of vocal music and participate in clinics, festivals, school programs and citywide concerts.

Course Scope

First Semester

Unit 1 Music Language and Symbols

Unit 2 Reading and Notating Music, Music Literacy

Unit 3 Rehearsal and Performance

Unit 4 Music History

Second Semester

Unit 5 Music Language and Symbols

Unit 6 Reading and Notating Music, Music Literacy

Unit 7 Rehearsal and Performance

Unit 8 Music History

A cappella Choir		District Reference 1073
1	Music Language and Symbols	Fall Semester

Instructional Objective		Standard Reference	
1073.01 Students will demonstrate understanding of the names and functions of musical words and symbols.		N-5: a, b, c, e 9-12.Mu.2.1.1, 9-12.Mu.2.1.2, 9-12.Mu.2.1.3, 9-12.Mu.2.1.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize, define and notate the following symbols as they relate to music: ledger lines, tenor clef, double sharp, double flat	Music Language and Fundamentals, Chapter 1, 2	TMA
02	Recognize, define and notate the following note and rest values: dotted whole, dotted eighth	Music Language and Fundamentals, Chapter 3	TMA TO

03	Recognize, define and notate the following symbols and terms: cesura, del segno, marcato, heavy accent, forte piano, tenuto, sforzando	Music Language and Fundamentals, Chapter 12, Appendix 1	TMA TO
----	--	---	-----------

A cappella Choir		District Reference 1073
2	Reading and Notating Music, Music Literacy	Fall Semester

Instructional Objective			Standard Reference
1073.02 Students will be able to identify and demonstrate understanding of the reading and notating of music.			N-4: a 5: a, b, c, d, e 6: b 9-12.Mu.2.1.1, 9-12.Mu.2.1.2, 9-12.Mu.2.1.3, 9-12.Mu.2.1.4, 9-12.Mu.2.2.4
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify intervals visually when given examples from unison to an octave	Music Language and Fundamentals, Chapter 9	TMA
02	Identify the major key signatures	Music Language and Fundamentals, Chapter 5	TMA TO
03	Notate simple melodic dictation using learned intervals	Music Language and Fundamentals, Chapter 6	TMA TO
04	Identify all notes on a diagram of the piano keyboard	Music Language and Fundamentals, Chapter 2	TMA TO
05	Notate rhythmic examples using familiar notes and rests in the following meters: 2/4, 3/4, 4/4	Music Language and Fundamentals, Chapter 3	TMA TO
06	Notate rhythmic dictation and counting in the meters previously listed	Music Language and Fundamentals, Chapter 3	TMA TO
07	Demonstrate conducting in 3/4 and 4/4 meter with preparatory beat and cut off	<i>Jesu, Joy of Man's Desiring</i> , J.S. Bach <i>Who is Sylvia?</i> F. Schubert	TMA TO
08	Identify aurally and demonstrate examples in duple or triple meter	<i>Yankee Doodle</i> , Traditional	TMA TO
09	Recognize, define, and notate the following parts of an octavo: texture,	Music Language and Fundamentals,	TMA TO

	repeats, da capo, endings, form, compositional techniques, vocal ranges, and text	Chapter 12	
--	---	------------	--

A cappella Choir		District Reference 1073
3	Rehearsal and Performance	Fall Semester

Instructional Objective		Standard Reference	
1073.03 Students will identify and demonstrate good tone production, pronunciation, and performance behavior.		N-1: a, b, c, f 2: b 5: a, b 9-12.Mu.3.2.1	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate blend within their sections and adjust personal pitch, volume and vowels to contribute most effectively to the overall blend of the ensemble	<i>Mouth Music</i> , Keane/Faulkner	TMA TO
02	Demonstrate the proper use of vibrato according the style of the music	<i>I'll Be Seeing You</i> , P. Mattson	TMA TO
03	Demonstrate accurate pronunciation in Latin, Italian, and German with help from the conductor	<i>Dies Irae</i> from <i>Requiem</i> , Mozart <i>Si Ch'io Vorrei Morire</i> , Monteverdi <i>Neckerein</i> , Brahms	TMA TO
04	Demonstrate sightsinging in two or three part homophonic exercises in major keys	Masterworks Press Sightreading Series	TMA TO
05	Identify and demonstrate appropriate concert etiquette		TMA TO

A cappella Choir		District Reference 1073
4	Music History	Fall Semester

Instructional Objective 1073.04 Students will identify the following concepts of Music History.			Standard Reference N-6: a, b 8: a, b 9: a, b, c 9-12.Mu.1.1.1, 9-12.Mu.1.1.2, 9-12.Mu.1.1.3, 9-12.Mu.1.1.4, 9-12.Mu.1.2.1
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Identify the most prominent composers from the six major time periods of music history (Medieval, Renaissance, Baroque, Classical, Romantic, and 20 th Century)	Music! It's Role and Importance in Our Lives, Chapters 23, 24, 25	TMA TO
02	Identify the important people and world events that occurred during the six musical time periods	Music! It's Role and Importance in Our Lives, Chapters 23, 24, 25	TMA TO

A cappella Choir		District Reference 1073
5	Music Language and Symbols	Spring Semester

Instructional Objective 1073.05 Students will identify and demonstrate understanding of the names and functions of musical words and symbols.			Standard Reference N-5: a, b, c, d, e 6: b 9-12.Mu.2.1.2
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Recognize and define the following tempo terms: lento, vivace, presto, rallentando	Music Language and Fundamentals, Appendix 2	TMA TO
02	Recognize and define the following musical terms: dolce, subito, soli, rubato, piu, molto, homophonic, polyphonic, seque	Music Language and Fundamentals, Appendix 1	TMA TO

A cappella Choir		District Reference 1073
6	Reading and Notating Music, Music Literacy	Spring Semester

Instructional Objective			Standard Reference
1073.06 Students will be able to identify and demonstrate understanding of the reading and notating of music.			N-5: a, b, c, e 6: b, c, f 9-12.Mu. 2.1.2, 9-12.Mu.2.2.2
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Notate simple melodic dictation using both clefs	Music Language and Fundamentals, Chapter 3	TMA
02	Identify on a keyboard all of the notes on the staff	Music Language and Fundamentals, Chapter 2	TMA TO
03	Notate major key signatures and scales on the music staff	Music Language and Fundamentals, Chapter 5	TMA TO
04	Notate major triads	Music Language and Fundamentals, Chapter 10	TMA TO
05	Identify aurally if scales are major or minor	Music Language and Fundamentals, Chapter 5 and 7	TMA TO
06	Notate ascending and descending chromatic scales using both clefs	Music Language and Fundamentals, Chapter 5	TMA TO
07	Identify basic harmonic progressions when given aural examples (ie: I-V-I, I-IV-I, IV-V-I)	Music Language and Fundamentals, Chapter 10	TMA TO
08	Improvise simple melodies when given established chord changes		TMA TO
09	Demonstrate conducting in 2/4 meter including preparatory beat and cut off	<i>Camptown Races</i> , S. Foster	TMA TO
10	Notate rhythmic dictation in 6/8 time and identify the beats in the measure	Music Language and Fundamentals, Chapter 3	TMA TO

A cappella Choir		District Reference
		1073
7	Rehearsal and Performance	Spring Semester

Instructional Objective 1073.07 Students will identify and demonstrate an understanding of pronunciation, sightsinging, and musical expression.		Standard Reference N-1: d, e, f 3: c 5: a, b, c, d, e 6: f 7: a, b, c 9-12.Mu.2.1.2, 9- 12.Mu.2.2.2, 9- 12.Mu.3.1.1, 9- 12.Mu.3.1.2, 9- 12.Mu.3.1.3, 9- 12.Mu.3.2.2, 9- 12.Mu.3.3.1, 9- 12.Mu.3.3.2, 9- 12.Mu.3.3.3, 9- 12.Mu.3.3.4	
No.	Performance Objective	Resource Reference	Assessment Correlation
01	Demonstrate singing correctly in French or languages from other cultures as directed by the conductor	<i>Bonjour, mon coeur</i> , Lasso	TMA TO
02	Demonstrate improvements in vocal range, flexibility, dynamic range, expression, and articulation.	<i>I Love My Love</i> , Holst	TMA TO
03	Demonstrate singing with confidence in small groups or as soloists		TMA TO
04	Demonstrate sightsinging three or four part complex exercises in major keys	Masterworks Press Sightreading Series	TMA TO
05	Demonstrate understanding of markings of musical expression as they appear in a score while sightreading	Masterworks Press Sightreading Series	TMA TO
06	Improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality		TO
07	Demonstrate the ability to make music beyond the level of technical accuracy and create an aesthetic experience for the performer and the audience		TMA TO
08	Demonstrate an understanding of comments and suggestions made by constructive criticism	Festival Participation	TMA TO
A cappella Choir			District Reference 1073

8	Music History	Spring Semester
----------	----------------------	------------------------

No.	Performance Objective	Resource Reference	Assessment Correlation
Instructional Objective 1073.08 Students will identify and recognize aural and visual examples of the six major time periods of music history.		Standard Reference N-6: a, b 8: a, b 9: a, b, c 9-12.Mu.1.1.1, 9-12.Mu.1.1.2, 9-12.Mu.1.1.3, 9-12.Mu.1.1.4, 9-12.Mu.2.1.1, 9-12.Mu.2.1.3, 9-12.Mu.2.1.4, 9-12.Mu.3.2.2, 9-12.Mu.3.3.4	
01	Recognize aural and visual examples of music from the six major time periods of music history (Medieval, Renaissance, Baroque, Classical, Romantic, and 20 th Century)	<i>O Bone Jesu</i> , Palestrina <i>Crucifixus</i> , J.S. Bach <i>Luci Care</i> , Mozart <i>Missa Solemnis</i> , Beethoven <i>A Red, Red Rose</i> , Mullholland	TMA TO
02	Demonstrate knowledge of substantial topics from the six time periods of music history by writing a paper or class presentation as outlined by the choral director		TMA TO

National Music Standards

GRADES 9-12

The standards in this section describe the cumulative skills and knowledge expected of students exiting grade 12 who have enrolled in relevant music courses. They presume that the students have achieved the standards specified for grades 5-8; they assume that the students will demonstrate higher levels of the expected skills and knowledge, will deal with increasingly complex music, and will provide more sophisticated responses to works of music. Every course in music, including performance courses, should provide instruction in creating, performing, listening to, and analyzing music, in addition to focusing on its specific subject matter. Determining the curriculum and the specific instructional activities necessary to achieve the standards is the responsibility of states, local school districts, and individual teachers.

1. Content Standard: Singing, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 4, on a scale of 1 to 6, including some songs performed from memory
- b. sing music written in four parts, with and without accompaniment
- c. demonstrate well-developed ensemble skills

Achievement Standard, Advanced:

- d. sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 5, on a scale of 1 to 6
- e. sing music written in more than four parts
- f. sing in small ensembles with one student on a part

2. Content Standard: Performing on instruments, alone and with others, a varied repertoire of music

Achievement Standard, Proficient:

- a. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 4, on a scale of 1 to 6
- b. perform an appropriate part in an ensemble, demonstrating well-developed ensemble skills
- c. perform in small ensembles with one student on a part

Achievement Standard, Advanced:

- d. perform with expression and technical accuracy a large and varied repertoire of instrumental literature with a level of difficulty of 5, on a scale of 1 to 6

3. Content Standard: Improvising melodies, variations, and accompaniments

Achievement Standard, Proficient:

- a. improvise stylistically appropriate harmonizing parts
- b. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys
- c. improvise original melodies over given chord progressions, each in a consistent style, meter, and tonality

Achievement Standard, Advanced:

- d. improvise stylistically appropriate harmonizing parts in a variety of styles
- e. improvise original melodies in a variety of styles, over given chord progressions, each in a consistent style, meter, and tonality

4. Content Standard: Composing and arranging music within specified guidelines

Achievement Standard, Proficient:

- a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect
- b. arrange pieces for voices or instruments other than those for which the pieces were written in ways that preserve or enhance the expressive effect of the music
- c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usages of the sound sources

Achievement Standard, Advanced:

- d. compose music, demonstrating imagination and technical skill in applying the principles of composition

5. Content Standard: Reading and notating music

Achievement Standard, Proficient:

- a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used
- b. Students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 3, on a scale of 1 to 6

Achievement Standard, Advanced:

- c. demonstrate the ability to read a full instrumental or vocal score by describing how the elements of music are used and explaining all transpositions and clefs
- d. interpret nonstandard notation symbols used by some 20th- century composers
- e. students who participate in a choral or instrumental ensemble or class sightread, accurately and expressively, music with a level of difficulty of 4, on a scale of 1 to 6

6. Content Standard: Listening to, analyzing, and describing music

Achievement Standard, Proficient:

- a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices 1
- b. demonstrate extensive knowledge of the technical vocabulary of music
- c. identify and explain compositional devices and techniques used to provide unity and variety and tension and release in a musical work and give examples of other works that make similar uses of these devices and techniques

Achievement Standard, Advanced:

- d. demonstrate the ability to perceive and remember music events by describing in detail significant events 2 occurring in a given aural example
- e. compare ways in which musical materials are used in a given example relative to ways in which they are used in other works of the same genre or style

- f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive

7. Content Standard: Evaluating music and music performances

Achievement Standard, Proficient:

- a. evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music
- b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models

Achievement Standard, Advanced:

- c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical means it uses to evoke feelings and emotions

8. Content Standard: Understanding relationships between music, the other arts, and disciplines outside the arts

Achievement Standard, Proficient:

- a. explain how elements, artistic processes 3, and organizational principles 4 are used in similar and distinctive ways in the various arts and cite examples
- b. compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures 5
- c. explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music 6

Achievement Standard, Advanced:

- d. compare the uses of characteristic elements, artistic processes, and organizational principles among the arts in different historical periods and different cultures
- e. explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts 7

9. Content Standard: Understanding music in relation to history and culture

Achievement Standard, Proficient:

- a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications
- b. identify sources of American music genres, 8 trace the evolution of those genres, and cite well-known musicians associated with them
- c. identify various roles 9 that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements

Achievement Standard, Advanced:

- d. identify and explain the stylistic features of a given musical work that serve to define its aesthetic tradition and its historical or cultural context
- e. identify and describe music genres or styles that show the influence of two or more cultural traditions, identify the cultural source of each influence, and trace the historical conditions that produced the synthesis of influences

Notes:

1. E.g., rubato, dynamics
2. E.g., fugal entrances, chromatic modulations, developmental devices
3. E.g., imagination, craftsmanship
4. E.g., unity and variety, repetition and contrast
5. E.g., Baroque, sub-Saharan African, Korean
6. E.g., language arts: compare the ability of music and literature to convey images, feelings, and meanings; physics: describe the physical basis of tone production in string, wind, percussion, and electronic instruments and the human voice and of the transmission and perception of sound
7. E.g., creators: painters, composers, choreographers, playwrights; performers: instrumentalists, singers, dancers, actors; others: conductors, costumers, directors, lighting designers
8. E.g., swing, Broadway musical, blues
9. E.g., entertainer, teacher, transmitter of cultural tradition

**INDEPENDENT SCHOOL DISTRICT OF BOISE CITY
IDAHO ACHIEVEMENT STANDARDS
GRADE 9-12
HUMANITIES: MUSIC**

Students are expected to know content and apply skills from previous grades.

Standard 1: Historical And Cultural Contexts

Demonstrate an understanding of the cultural and historical contexts and interrelationships of the arts and humanities disciplines among various cultures. Students in grades 9-12 identify and compare music from a variety of cultures and historical periods. Students describe the historical, cultural, and stylistic similarities among the visual and performing arts disciplines. Students identify famous musicians in contemporary society.

Goal 1.1: Discuss the historical and cultural contexts of music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.1.1 Identify representative musical works from a variety of cultures and historical periods.
- 9-12.Mu.1.1.2 Outline the purpose and function of a particular form of music through history.
- 9-12.Mu.1.1.3 Compare and contrast aesthetical aspects of music from different cultural perspectives.
- 9-12.Mu.1.1.4 Identify famous musicians in contemporary society.

Goal 1.2: Discuss the interrelationships among visual and performing arts disciplines.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.1.2.1 Discuss connections between the history of one art form or style and another related art form or style.
- 9-12.Mu.1.2.2 Describe similarities among different art forms across cultures.

Standard 2: Critical Thinking

Analyze and converse about music. Students in grades 9-12 analyze and discuss musical forms, artistic styles, and common themes appearing in music throughout history. Students discuss copyright issues in music. Students develop tools necessary to evaluate musical performances constructively. Students demonstrate proper concert behavior and attire.

Goal 2.1: Conduct analyses in music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.1.1 Recognize common themes appearing in music throughout history.
- 9-12.Mu.2.1.2 Develop and use music vocabulary to discuss musical forms.
- 9-12.Mu.2.1.3 Compare two contrasting musical works.
- 9-12.Mu.2.1.4 Discuss the similarities and differences of artistic styles of music performed.

Goal 2.2: Engage in reasoned dialogue and make decisions about musical performances.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.2.2.1 Discuss the roles of professional and amateur musicians in society.
- 9-12.Mu.2.2.2 Explain personal preferences for musical styles and pieces, using proper terminology.
- 9-12.Mu.2.2.3 Discuss and demonstrate the importance of proper concert behavior and attire.

- 9-12.Mu.2.2.4 Offer an alternative for copyright infringement both for the consumer and the artist.
- 9-12.Mu.2.2.5 Develop criteria for high musical quality and apply it to a live musical performance.
- 9-12.Mu.2.2.6 Evaluate constructively the quality of one's performance and the performances of others.

Standard 3: Performance

Communicate through music articulately and expressively. Students in grades 9-12 perform an instrumental or vocal part accurately utilizing skills learned and practiced. Students sight-read simple melodies and rhythms applicable to their part. Students read and perform music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements. Students improvise simple harmonies and rhythmic and melodic ostinatos on familiar melodies. Students articulate a method of consistent and efficient musical practice.

Goal 3.1: Utilize concepts essential to music.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.1.1 Improvise musical lines using rhythm, melodic embellishments, and harmony.
- 9-12.Mu.3.1.2 Perform an appropriate instrumental or vocal part demonstrating accurate counting of rhythms, pitch identification, and symbols for articulation or expression, following the cues from a conductor.
- 9-12.Mu.3.1.3 Sight-read simple melodies and rhythms in clefs applicable to the performance medium.
- 9-12.Mu.3.1.4 Articulate a method of consistent and efficient musical practice.

Goal 3.2: Communicate through music, applying artistic concepts, knowledge, and skills.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.2.1 Perform in an ensemble or as a soloist using appropriate musical technique.
- 9-12.Mu.3.2.2 Perform in groups blending vocal/instrumental sounds, matching dynamics, breath control, phrasing, and interpretation in response to the conductor.
- 9-12.Mu.3.2.3 Interpret/perform a musical selection, respecting the intent of its creator.

Goal 3.3: Communicate through music with creative expression.

Objective(s): By the end of high school, the student will be able to:

- 9-12.Mu.3.3.1 Improvise rhythmic and melodic variations on given melodies.
- 9-12.Mu.3.3.2 Perform level-appropriate musical works with expression and technical accuracy.
- 9-12.Mu.3.3.3 Demonstrate level-appropriate solo and ensemble skills.
- 9-12.Mu.3.3.4 Read music that contains level-appropriate technical demands, expanded ranges, and varied interpretive requirements.