


# High School Mixed Chorus

Deer Valley Unified School District #97

9-12 

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p><b>1. VOCAL TECHNIQUE</b></p> <ul style="list-style-type: none"> <li>• Demonstrate appropriate posture for good vocal production and breath control.</li> <li>• Sing with a free, natural tone and accurate pitch throughout range.</li> <li>• Demonstrate understanding of appropriate diction and vowel production.</li> </ul>	<p>Use physical warm-ups to establish appropriate posture.</p> <p>Discuss the vocal mechanism and the relationship to posture and breath support.</p> <p>Include vocal production techniques that help develop a relaxed jaw.</p> <p>Use warm-ups to help develop extremes ranges, different registers and ear training for intonation.</p> <p>Perform with correct choral diction.</p> <p>Write diction notes in music for reference.</p>	<p>Observe posture of student in rehearsal &amp; performance</p> <p>Listen for continuity and clarity of tone quality in all registers.</p> <p>Listen for clarity of consonants &amp; vowels</p> <p>Write in music appropriate dictation notes.</p>	

## 2. HARMONY

- Develop musical independence through singing in a variety of harmonic methods.

Sing in two-, three-, and four-part.

Listen for part accuracy in large and small ensembles.

Use literature with levels of increasing difficulty.

- Develop the ability to sing in accompanied and unaccompanied selections.

Sing a variety of literature including a cappella selection.

Listen for intonation with and without accompaniment.

- Develop good ensemble singing: blend, pitch, expression and articulation.

Use warm-ups that focus on intonation and blend.

Listen for blend & balance in rehearsal.  
Listen for accurate interpretation of articulation markings.

Listen to taped performances for qualities of blend, intonation, etc.

## 3. EXPRESSION/INTERPRETATION

- Respond accurately to the gestures of conductor.

Use conducting patterns in warm-ups to develop/fine tune dynamics, entrances, cut-offs, tempi, etc.

Observe student for focus of attention.  
Listen for accuracy of interpretation of conductor's gestures.

<ul style="list-style-type: none"> <li>• Demonstrate an understanding of correct phrasing, appropriate expression and volume control.</li> </ul>	<p>Sing with appropriate intepretation.</p> <p>Mark phrasing, dynamics, etc. in music.</p>	<p>Listen for application of phrasing and expression markings in performance and rehearsals.</p> <p>Write &amp; use appropriate phrase markings in performance.</p>	<p>Language Arts. Literature</p>
<ul style="list-style-type: none"> <li>• Respond with appropriate movement "choralography" to musical selections.</li> </ul>	<p>Use movement to appropriately interpret and stage a selection for performance.</p>	<p>Observe movements/choralography for</p>	<p>Dance, P.E.</p>
<p><b>4. MUSICIANSHIP/MUSICAL LITERACY</b></p> <ul style="list-style-type: none"> <li>• Demonstrate a knowledge of music notation and symbols.</li> </ul>	<p>Use sight-reading exercises.</p> <p>Sight-read selections (or portions of).</p>	<p>Listen for accuracy and ease of reading new material.</p> <p>Listen for correct application of expression markings.</p>	<p>Reading</p>
<ul style="list-style-type: none"> <li>• Demonstrate ability to improve individual musicianship.</li> </ul>	<p>Encourage to audition for Regional Choir and enter State Solo and Ensemble Festivals.</p>	<p>Listen for self correction of mistakes.</p>	
<ul style="list-style-type: none"> <li>• Describe the forms and structures of works performed.</li> </ul>	<p>Discuss selections in terms of the form.</p>	<p>Discuss form of selections with appropriate reference to structure.</p>	<p>Language Arts</p>

<ul style="list-style-type: none"> <li>Evaluate the quality of performances, uses appropriate musical terms.</li> </ul>	<p>Introduce selection by like sections.</p> <p>Tape performances and rehearsals for critiques, including positive comments and areas for improvement made using correct musical terminology.</p> <p>Use correct musical terminology during rehearsals in giving comments on the performance.</p>		<p>Writing, Language Arts</p>
<p><b>5. STYLE</b></p> <ul style="list-style-type: none"> <li>Demonstrate an understanding of variety of appropriate styles of choral literature through performance.</li> <li>Experience singing in different languages.</li> </ul>	<p>Include discussion on period and cultural styles for selections used.</p> <p>Listen to different performances of a given piece for style differences.</p> <p>Include at least one foreign language selection in each concert set.</p>	<p>Listen for vowel modification appropriate to style of selection.</p> <p>Analyze concert material for origin and style of selections.</p>	<p>History, Social Studies, Literature</p> <p>Foreign Language, Reading</p>