


High School Beginning Men's Chorus

Deer Valley Unified School District #97

9-12 

Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
1. VOCAL TECHNIQUE <ul style="list-style-type: none">• Develop appropriate posture for good vocal production and breath control.• Sing with a free, open, natural tone.• Develop appropriate diction and vowel production.• Develop control in tone production throughout developing and changing vocal ranges.	<p>Use physical warm-ups to establish appropriate posture.</p> <p>Sing with different qualities as affected by vowel production and embouchure for comparison of sounds.</p> <p>Sing vocal warm-ups that emphasize consonants and pure vowel sound.</p> <p>Sing examples in current literature with pure vowels, diphthongs, consonants, et. al.</p> <p>Introduce examples of the different male registers -- chest, head, falsetto.</p>	<p>Observe posture of student in rehearsal and performance.</p> <p>Listen for tone quality individually and the group.</p> <p>Listen for clarity of consonants. Listen for pure, open vowels.</p> <p>Listen for continuity of tone quality in all registers.</p>	<p>Health, Science</p> <p>Speech, Language Arts</p> <p>Health, Science</p>

	Use warm-ups to help students discover their voices in different ranges.		
2. HARMONY			
<ul style="list-style-type: none"> • Sing in unison with accurate pitch. 	Sing unison literature or literature that has unison passages.	Listen for accuracy of pitch in rehearsal and performance.	
<ul style="list-style-type: none"> • Develop musical independence through singing in a variety of harmonic methods. 	Sing in canons, rounds, countermelodies, parallel harmony in two and three parts.	Listen for part accuracy in small and large ensembles.	
<ul style="list-style-type: none"> • Develop the ability to sing in accompanied and unaccompanied selections. 	<p>Sing a variety of music literature that uses different kinds/styles of accompaniment.</p> <p>Sing a Capella literature.</p>	Listen for intonation with and without accompaniment.	
3. EXPRESSION/INTERPRETATION		Written, Aural observation	Literature, Language Arts
<ul style="list-style-type: none"> • Respond accurately to the gestures of conductor. 	Use conducting patterns in warm-ups as well as literature to establish beat patterns, dynamics, tempo, etc.	<p>Listen for accurate interpretation of conductor's gestures for entrances, cut-offs, dynamics, tempi, etc.</p> <p>Observe student for focus of attention.</p>	Dance, PE

<ul style="list-style-type: none"> • Develop an understanding of correct phrasing, appropriate expression and volume control. • Respond with appropriate movement "choralography" to a musical selection. 	<p>Discuss relationships of text to phrase (breath control), dynamics, tempo.</p> <p>Use/have students create movement appropriate to text of selection.</p>	<p>Listen for application of phrasing and expression markings in performance and rehearsal. Write appropriate phrase markings in music.</p> <p>Observe movement/chroalography for appropriate interpretation of music.</p>	<p>Literature Language Arts</p> <p>Dance, P.E.</p>
4. MUSICIANSHIP/MUSICAL LITERACY			
<ul style="list-style-type: none"> • Develop basic music reading skills of pitch, rhythm, and other notational symbols. 	<p>Utilize solfege in sight-reading music selections.</p> <p>"Preview" music with students looking for specific rhythm patterns, changes in meter and dynamics, etc.</p>	<p>Listen for accuracy of rhythm and pitch during sight-reading. Write solfege in music.</p> <p>Discuss/analyze melody and rhythm pattern in selections.</p>	<p>Reading</p>
<ul style="list-style-type: none"> • Show an awareness of the forms and structures of works performed. 	<p>Introduce passages of like melody/harmony of a selection at the same time.</p> <p>Have students find repeated or contrasting passages of a given selection.</p>	<p>Discuss form and apply to selections</p>	<p>Language Arts</p>
<ul style="list-style-type: none"> • Evaluate the quality of performances, uses appropriate musical terms. 	<p>Video tape/audio tape performances/rehearsal to look/listen for concepts covered.</p>	<p>Critique by discussion and in writing performances for soecufuc cibceots,</p>	<p>Writing/Language Arts</p>

5. STYLE

- Experience a singing in a variety of appropriate styles of choral literature.

Create concert sets using a variety of selections -- classical, pop, folk, spiritual, patriotic, show tunes, etc.

Discuss historical aspect of songs and how it affects style of performance.

- Experience singing in different languages.

Use solfege to teach pure vowels of foreign languages.

Sing selection in Latin and other languages.

Listen for appropriate interpretation of style.

Listen for accurate pronunciation and inflection of language

History, Social Studies, Literature