



# High School Concert/Show/Jazz/Madrigal Choirs

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 and mature tone.</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>Observe/listen for consistent breath support of tone. Observe posture of students.</p> <p>Listen for consistent tone quality in all registers. Listen for clarity of tone quality.</p> <p>Listen for clarity of consonents and vowels.</p>	<p>Health, Science</p> <p>Speech, Language Arts</p>

<ul style="list-style-type: none"> <li>• Use of appropriate vocal inflections for different choral styles.</li> </ul>	<p>Write diction notes in music for reference.</p> <p>Discuss the historical/cultural aspect of a selection to determine the correct tone quality and pronunciation.</p> <p>Warm-ups for singing with and without vibrato.</p>	<p>Listen for diction appropriate to style of selection.</p> <p>Listen for application/modification of vocal production to match style of selection.</p>	<p>Speech, Drama, Social Studies.</p>
<p><b>2. HARMONY</b></p> <ul style="list-style-type: none"> <li>• Demonstrate musical independence through singing in a variety of harmonic methods.</li> <li>• Demonstrate the ability to sing accurately an appropriate part in accompanied and unaccompanied selections.</li> <li>• Demonstrate good ensemble singing: blend, pitch, expression and articulation.</li> </ul>	<p>Sing in four-, five-, and six-part harmony.</p> <p>Use literature with increasing difficulty levels and a variety of accompaniments, including a cappella pieces and pieces that alternate accompanied and unaccompanied passages.</p> <p>Use warm-ups that focus on intonation, tone quality, and diction.</p>	<p>Listen for part accuracy in large &amp; small ensembles.</p> <p>Listen for intonation in close harmony and variety of styles of harmony.</p> <p>Listen for blend &amp; balance. Listen for accuracy of articulation.</p>	

<p><b>3. EXPRESSION/INTERPRETATION</b></p> <ul style="list-style-type: none"> <li>Respond sensitively to the gestures of conductor.</li> <li>Use expressive controls, phrasing and dynamics as determined by the style to convey the meaning of the text.</li> <li>Respond with appropriate movement "choralography" to musical selections.</li> </ul> <p><b>4. MUSICIANSHIP/MUSICAL LITERACY</b></p> <ul style="list-style-type: none"> <li>Interpret correctly pitches, rhythms, and other notational symbols.</li> </ul>	<p>Tape rehearsals for self-critiquing.</p> <p>Experiment with seating to find best blend, choral quality for selections.</p> <p>Use warm-ups that vary dynamics, tempi, entrances, cut-offs, etc.</p> <p>Analyze the selection for appropriate use expressive elements to interpret it.</p> <p>Research the literature upon which the text is based to interpret phrasing, dynamics.</p> <p>Develop interpretive movement/dance for a set of selections which can be presented as a section of a concert.</p> <p>Use sight-reading in warm-ups and learning new selections.</p>	<p>Listen for modification of performance, tone quality and style</p> <p>Listen for adaptation of performance sound to style of selection.</p> <p>Discuss/write explanations of style differences of selections.</p> <p>Observe students for appropriate movements/choralography for style of selection.</p> <p>Listen for accuracy of performance in style and notation.</p>	<p>Aural Observation</p> <p>Foreign language, Reading</p> <p>Language Arts, Literature, Drama</p> <p>Dance, P.E., Drama</p> <p>Reading</p>	<p>Speech, Drama Studies</p>
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<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. Write self-critique of individual performance with strengths &amp; weaknesses.</p>	
<ul style="list-style-type: none"> <li>• Describe the forms and structures of works performed.</li> </ul>	<p>Include larger works and forms in repertoire to learn and apply knowledge to larger works.</p>	<p>Discuss/write an analysis of the form of a selection.</p>	Language Arts
<ul style="list-style-type: none"> <li>• Evaluate the quality of performances, uses appropriate musical terms.</li> </ul>	<p>Use self critique techniques to discuss areas for improvement and excellence in a rehearsal and performance.</p>	<p>Discuss/write critique of rehearsals and performances with appropriate terms and explanations of concepts.</p>	Writing/Language Arts
<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> </ul>	<p>Apply studies of historical styles to selections being studied.</p>	<p>Listen for vowel modification and tone quality changes appropriate to style of selections. Write explanation of stylistic differences between styles studied/performed.</p>	History, Social Studies, Literature, Drama

- Experience singing in different languages.

Include at least one foreign language song in each concert set.

Build a repertoire of songs in several languages, e.g., French, German, Spanish, Latin.

Listen for different and correct pronunciation and diction of various languages.

Foreign Language,  
Reading