

Course Title: Choir II or Intermediate Choir

Schools to Offer Course: All Junior High and Middle Schools

Grade Level: 7 or 8

District Textbook Adoption:

Performance literature as selected by the teacher

Experiencing Choral Music 6-7, Beginning, Unison, two part, three part, and sight-singing

Publisher: Glencoe Publishing

Student ISBN: 0-07-861107-5

Teacher ISBN: 0-07861105-9

Course Description:

The purpose of Choir II is to improve the individual singing skills of the students so they will be able to perform music of at least grade two on a scale of 1 to 6. In addition, the process of developing an understanding and appreciation of music in general and of concert literature through listening, performance, theory, and skill development will continue. Emphasis will be placed on providing each student with positive growth experiences and a variety of performing experiences. This course is a continuation of skills and concepts learned in Choir I and a preparatory course for Choir III.

General Course Objective and Skills:

PERFORMANCE – Students perform a varied repertoire of music alone and with others by:

1. Singing in small and large ensembles while following a conductor.
2. Singing with some technical accuracy (with appropriate timbre, intonation, and diction, using the correct pitches and rhythms) and breath control throughout their singing ranges.
3. Singing a repertoire of vocal literature with some expression (appropriate dynamics, phrasing, style, and interpretation with appropriate variations in dynamics and tempo).
4. Singing choral literature written in two parts with and without accompaniment.
5. Singing music representing different genres (e.g., sonata, opera, oratorio, art song, gospel, suite, jazz, madrigal, march, work song, lullaby, barbershop, Dixieland) and styles (e.g. Baroque, classical).

READING MUSIC – Students read and notate music by:

1. Reading whole, half, quarter, eighth, and dotted notes and rests in 2/4, 3/4, and 4/4 meter signatures.
2. Reading simple melodies in the student's appropriate clef (e.g. treble clef, tenor clef, alto clef, bass clef, etc.).
3. Applying music symbols to the repertoire.
4. Sight reading in unison with technical accuracy and expression.
5. Notating simple musical phrases using standard symbols.

LISTENING TO MUSIC – Students listen to, analyze, and describe music by:

1. Using appropriate terminology to describe the uses of rhythm, melody, and musical forms in performance literature or aural examples.
2. Beginning to analyze the role the each person's vocal part plays in the musical texture of performance literature.

EVALUATING MUSIC – Students evaluate music and music performances by:

1. Developing musical criteria for evaluating the quality and effectiveness of performances and compositions with teacher assistance.
2. Evaluating the quality of their own and others' performances, justifying their opinions with teacher assistance.