

Curriculum Map: Senior Chorus

Course: SR CHORUS Sub-topic: Choir

Grade(s): 9 to 12

Course Description: Senior Chorus is a full year vocal ensemble. Its purpose is to enable students to become well-rounded musicians and better singers through the mastery of various forms of vocal music through group rehearsals, sectional work, and the study of music theory. Students will gain experience with public performances and obtain and demonstrate knowledge of proper rehearsal and performance etiquette.

Objectives/Goals:

- Teach students to sing well and healthy
- Teach students how to develop proper vocal technique
- Teach students how to develop their musical ear
- Develop the ability to sing alone and with others, a varied repertoire of music
- Develop vocabulary needed to evaluate music and music performances
- Teach students how to read and notate music
- Teach students how to understand music in relation to history and culture

Course Textbooks, Workbooks, Materials Citations: Teacher generated warm ups, sight singing examples and music scores.

Unit: Singing Fundamentals

Timeline: Week 1 to 36

Unit Description: This Unit will cover:

1. Classroom Procedures/Responsibilities
2. Posture and Breathing
3. Vocal Tone
4. Intonation
5. Music Skills

Unit Essential Questions: How do people use music?

What decisions do musicians make to influence the way people experience their work?

Why is it important to be able to create, recreate and perform music independently?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

[People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.](#)

Unit Materials:

1. Teacher Created Notes and Handouts
2. Choral Music
3. Videos And Tutorials
4. Piano Keyboard

- Unit Assignments:**
1. Singing Pre-Evaluation
 2. Music Terms Worksheet
 3. Physical Warm ups Assignment
 4. Physical & Vocal Warm ups Assignments
 3. Singing Post-Evaluation

Unit Key Terminology & Definitions : Diaphragm Muscle- Singing Posture - Intercostal Muscles - Vocal Cords/Folds
Larynx - Pharynx - Hard Palate - Soft Palate - Alveolar Ridge - Nasal Cavity
Epiglottis - Trachea - Resonance - Resonators - Phonation - Intonation - Phrase
Support

Topic: 1. Classroom Procedures/Responsibilities

Topic: 2. Posture and Breathing

Topic: 3. Vocal Tone

Topic: 4. Intonation

Topic: 5. Music Skills

Unit: Music Literacy

Timeline: Week 1 to 36

Unit Description: Students will:

1. recognize movement in music: step, skip, same, and utilize dynamics in sight singing
2. demonstrate proper vowel placement
3. demonstrate correct posture, breathing support, and vocal placement to solve intonation problems
4. sing a 3-part and 4-part song musically with proper phrasing
5. correctly identify treble and bass clef note names
6. identify and count sing rhythms in music examples
7. correctly label and sing music using solfege syllables

Unit Essential Questions: How are the elements of music shared through notation?
Why it is important to be able to create, recreate and perform music independently?

Unit Big Ideas: [The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.](#)

- Unit Materials:**
1. Choral Music
 2. Teacher created notes and handouts
 3. Videos & Tutorials
 4. Piano Keyboard

- Unit Assignments:**
1. Note Reading worksheets
 2. Solfege worksheets
 3. Rhythm Reading worksheets
 4. Dynamics and Tempo worksheets

Unit Key Terminology & Definitions : Staff - Treble Clef - Bass Clef - Time signature - Measure - Bar line - Unison - Scale Ascending
Scale Descending - Interval - Chord - Soprano - Alto - Tenor - Bass - Double Bar Line
Repeat Sign - Dynamics - Piano - Forte - Mezzopiano - Mezzoforte - Solfege - Pitch - Legato
Staccato - Tenuto - Singing Vowels
Rhythm - Tempo - Allegro - Adagio - Accelerando - Rallentando

Topic: Note Reading

Topic: Rhythm Reading

Topic: Dynamics and Tempo

Unit: Choral Music and Singing Reflections

Timeline: Week 1 to 36

Unit Description: The student will:

- begin to understand the role that sacred and secular music has played in the development of western music.
- discriminate the quality of a musical performance

Unit Essential Questions: Why is music created at different times and in different cultures both the same and different?

As technology has changed, how has it changed the way we make music?

How do musicians compare their work to the work of others?

What decisions do musicians make to influence the way people experience their work?

Unit Big Ideas: [People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[People have expressed experiences and ideas through the arts throughout time and across cultures.](#)

[There are formal and informal processes used to assess the quality of works in the arts.](#)

People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

- Unit Materials:**
1. Choral Music
 2. Teacher Created Notes & Handouts
 3. Videos & Tutorials
 4. Piano Keyboard

Unit 1. Sacred/Secular Music worksheet

Assignments:

2. Music Terms Quiz
3. Concert Critiques and Reflections

Unit Key Terminology & Definitions : Conductor - Tempo - Crescendo - Decrescendo - Melody - Harmony
Intonation - Sacred/Secular Music - Vocal Ranges - Vocal Blend - Vocal Quality

Topic: Music Terms

Topic: Sacred and Secular Choral Music

Topic: Concert Critiques and Reflections