

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: CHORAL PERFORMANCE 1

CBEDS ASSIGNMENT
CODE: 2305

COURSE CODE: V0940p, V0944p

GRADE LEVEL: 9 – 12

COURSE LENGTH: One Year

PREREQUISITE: None

CREDIT: 10 credits

UC/CSU CREDIT: Meets Visual and Performing Arts “f” requirement

GRADUATION
REQUIREMENT: Fulfills 10 units of World Languages/Visual and Performing Arts/Career-Technical Ed. graduation requirements

STANDARDS AND
BENCHMARKS: VAPA/Music: 1.1-1.6, 2.1-2.3, 2.12, 3.1-3.4, 4.1-4.5, 5.1-5.2

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COURSE DESCRIPTION: Choral Performance 1 is a beginning to intermediate choral group which performs many times throughout the year. Music of many styles, from renaissance through contemporary will be performed. In addition, basic training in music reading, vocal and breathing techniques, and music appreciation will be included. Although intended primarily as an introductory choir, experienced singers are also welcome.

COURSE GOALS: Upon completion of the course, student will:

1. Develop a strong understanding and appreciation of music.
2. Acquire those skills necessary for positive personal development, leading to increased self-confidence, spontaneity, and creativity.
3. Develop communication skills in valuing a musical performance.
4. Develop a basic command of use of voice.

TEXTBOOK MATERIALS: Selected music from choral literature and method books.

TEACHER RESOURCES: Audio recording playback, music library, instrument (piano) necessary to conduct class, equipment for rehearsal and performance facility, and appropriate technology.

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 Course Content and Performance Objectives
CHORAL PERFORMANCE 1

		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.0	STUDENT LISTENS TO, ANALYZES, AND DESCRIBES MUSIC USING MUSIC TERMINOLOGY.	N/A	1.0	N/A		10% of class time
1.1	Analyzes aural examples of a varied repertoire of music, representing diverse genres, styles and cultures by describing the use of elements of music and expressive devices.		1.1		Constructed response	
1.2	Identifies and explains a variety of compositional devices and techniques used to provide unity, variety, tension and release.		1.2		Selected response Constructed response	
1.3	Analyzes music forms used in a variety of repertoire of music, representing diverse genres, styles and cultures.		1.3		Selected response Personal communication	
1.4	Reads a vocal up to four staves and explains how elements are used.		1.4		Selected response	
1.5	Transcribes simple songs when presented aurally into melodic and rhythmic notation.		1.5		Constructed response	
1.6	Sight-reads music accurately and expressively.		1.6		Performance assessment	

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
2.0 STUDENT DEVELOPS VOCAL AND INSTRUMENTAL MUSIC SKILLS IN ORDER TO PERFORM A VARIED REPERTOIRE OF MUSIC; COMPOSES ARRANGES AND IMPROVISES MELODIES, VARIATIONS, AND ACCOMPANIMENTS USING DIGITAL/ELECTRONIC TECHNOLOGY WHEN APPROPRIATE.	N/A	2.0	N/A		60% of class time
2.1 Performs with expression, technical accuracy, tone quality, vowel shape and articulation a repertoire of vocal literature representing various genres, styles and cultures, alone and in ensembles.		2.1		Performance assessment	
2.2 Sings music written in three or four parts with and without accompaniment.		2.2		Performance assessment	
2.3 Performs in small ensembles with one voice on a part.		2.3		Performance assessment	
2.4 Performs solo and in large and small ensembles.		2.12		Performance assessment	
3.0 STUDENT ANALYZES THE HISTORICAL AND CULTURAL SIGNIFICANCE OF STYLES OF MUSIC THROUGHOUT THE WORLD.	N/A	3.0	N/A		10% of class time

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3.1 Identifies sources of music genres, traces the evolution of those genres and cites well-known musicians associated with them.		3.1		Personal communication Selected response Constructed response	
3.2 Identifies and explains the various roles that musicians perform, cites representative individuals who have functioned in each role, and explains their activities and achievements.		3.2		Personal communication Selected response Constructed response	
3.3 Identifies the difference between styles in traditional folk genres.		3.3		Personal communication Selected response Constructed response	
3.4 Performs music from various cultures and time periods.		3.4		Performance assessment	

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4.0 STUDENT CRITICALLY ASSESSES AND DERIVES MEANING FROM WORKS OF MUSIC AND THE PERFORMANCE OF MUSICIANS BASED ON THE ELEMENTS OF MUSIC, AESTHETIC QUALITIES AND HUMAN RESPONSES.	N/A	4.0	N/A		15% of class time
4.1 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions and arrangements.		4.1		Personal communication	
4.2 Develops specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and applies that criterion in personal music participations.		4.2		Personal communication	
4.3 Evaluates a performance, composition, arrangement or improvisation by comparing it to exemplary models.		4.3		Performance assessment Constructed response	
4.4 Explains how people in a particular culture use and respond to specific musical works from that culture.		4.4		Personal communication	
4.5 Describes the means used to create images or evoke feelings and emotions in musical works from various cultures.		4.5		Personal communication	

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	CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
5.0 STUDENT APPLIES WHAT HE/SHE LEARNS IN MUSIC ACROSS SUBJECT AREAS; DEVELOPS COMPETENCIES AND CREATIVE SKILLS IN PROBLEM SOLVING, COMMUNICATION, MANAGEMENT SKILLS AND USE OF TIME AND RESOURCES; LEARNS ABOUT CAREERS IN AND RELATED TO MUSIC.	N/A	5.0	N/A		5% of class time
5.1 Analyzes the role and function of music in media, philosophy, culture, and other disciplines.		5.1		Personal communication Selected response Constructed response	
5.2 Describes career options in music.		5.2		Personal communication Selected response Constructed response	

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TEACHING STRATEGIES AND PROCEDURES

- Text Analysis
- Guest Clinicians/Conductors
- Ensemble Development
- Musical Analysis
- Lecture
- Performance

GRADING GUIDELINES

See AUHSD Grade Guidelines: Final Mark Rubric and Final Course Mark Determination Components.