

CARLISLE AREA SCHOOL DISTRICT
Carlisle, PA 17013

BEL CANTO SINGERS

GRADES 10 - 12

Date of Board Approval: **September 21, 2006**

**CARLISLE AREA SCHOOL DISTRICT
PLANNED INSTRUCTION COVER PAGE**

Title of Course: Bel Canto Singers Subject Area: Music Grade Level: 10-12

Course Length: (Semester/Year): Year Duration: 50 minutes Frequency: 5 days per week

Prerequisites: Successful audition Credit: One Level: Advanced

Course Description/Objectives: Course Description/Objectives: The district shall provide for the attainment of the academic standards per Chapter 4.12. The study of music can foster the ability of students to understand production, performance and exhibition; historical and cultural contexts, critical response and aesthetic response.

Major Text(s)/Resources: None

Curriculum Writing Committee:

Cheryl H. Parsons David Rohrer

Strand: 9.1 Production, Performance & Exhibition of Music		Subject Area: Bel Canto Singers	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Sing well-tuned major scales and their associated primary triads, the chromatic scale (ascending and descending), whole tone scale and harmonic minor scale using the correct solfège syllables. 	<ul style="list-style-type: none"> • Individual singing tests 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Identify key signatures and key note (do) for all major scales and selected minor and modal scales from repertoire being rehearsed. 	<ul style="list-style-type: none"> • Written tests and quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Sight sing diatonic melodies in all major keys including leaps of all three primary chords using solfège syllables. 	<ul style="list-style-type: none"> • Individual and group singing test 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Identify examples of major, minor, and perfect intervals in the context of primary chord leaps. 	<ul style="list-style-type: none"> • Written tests and quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> • Understand and recognize major and minor tonalities in auditory examples. 	<ul style="list-style-type: none"> • Classroom discussion and listening activities 	

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A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Understand and perform rhythms up to sixteenth note sub-divisions, including dotted notes, syncopations, triplets, rests and ties in 2/4, 3/4, 4/4, cut time, 6/8, 9/8 and 12/8. 	<ul style="list-style-type: none"> Written tests and quizzes Individual clapping or performance testing 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain and perform music in simple, compound and composite meters. 	<ul style="list-style-type: none"> Classroom discussion and questioning Written tests or quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Explain and recognize basic musical forms in repertoire being rehearsed including, verse/refrain, call and response, theme and variations, binary, ternary, through-composed, points of imitation and fugue. 	<ul style="list-style-type: none"> Listening tests or quizzes Classroom discussions and listening activities Written tests or quizzes 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Recognize out of tune singing and identify as sharp or flat. 	<ul style="list-style-type: none"> Oral questioning Classroom discussions 	
A. Know and use the elements (duration, intensity, pitch, timbre) and principles (composition, form, genre, harmony, rhythm, texture) of music to create works in the arts and humanities.	<ul style="list-style-type: none"> Identify musical textures in repertoire being rehearsed as monophonic, homophonic or polyphonic. 	<ul style="list-style-type: none"> Oral questioning Rehearsal analysis Classroom discussions Written tests or quizzes 	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Sing with acceptable intonation and clear, resonant, and well-supported tone in the heart of the range for the physical development of the individual voice. 	<ul style="list-style-type: none"> • Individual and group singing tests 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Know, explain, and demonstrate correct sitting and standing posture (with and without holding music) while singing. 	<ul style="list-style-type: none"> • Class demonstrations, discussions • Written tests or quizzes • Individual and group testing • Daily application in rehearsal 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Recall, describe, and demonstrate proper positioning of the jaw, soft palate, lips, teeth, and tongue for freely produced, resonant tone of acceptable volume and clarity. 	<ul style="list-style-type: none"> • Written tests or quizzes • Oral questioning • Individual and group testing • Daily application in rehearsal 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Explain and demonstrate diaphragmatic breathing that is low, full, controlled and free of unnecessary tension while singing. 	<ul style="list-style-type: none"> • Written tests or quizzes • Individual testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Demonstrate the ability to modify vowel sounds in the extremes of the vocal range to produce tone freely and with desirable quality and tuning. 	<ul style="list-style-type: none"> • Class demonstrations and discussion • Individual and group singing tests • Daily application in rehearsal 	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> Know and sing with clearly differentiated dynamics from pp to ff, including measured crescendos and decrescendos. 	<ul style="list-style-type: none"> Written tests/quizzes Small group testing 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> Sing with appropriate tone production in a variety of tempos, including a measured legato for slow tempos and a fairly rapid articulation of sixteenth note melismas. 	<ul style="list-style-type: none"> Small group singing tests 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> Sing performance repertoire with appropriate diction and well-timed placement of initial and final consonants for a clean, clearly understood performance. 	<ul style="list-style-type: none"> Group discussions/evaluations Tape recorded group singing evaluation 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> Sing in Latin and at least two other languages other than English using correct pronunciation and word/syllable stress. 	<ul style="list-style-type: none"> Individual and group singing tests Group discussions/ evaluations 	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Watch, listen and adapt during rehearsal and performance to achieve acceptable balance of voice parts, blend of voices within the section and collective precision of preparatory (continued below) 	<ul style="list-style-type: none"> • Application and development in daily group rehearsal and also in performance 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • breath, attacks, and releases, uniform rhythmic and stylistic articulation, and well matched intonation in rehearsal and performance. 	<ul style="list-style-type: none"> • Application and development in daily group rehearsal and also in performance 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Perform (usually from memory) choral music for treble voices from unison to four parts to include homophonic and polyphonic textures and a cappella and accompanied selections in a variety of styles, genres, historical periods, cultures and geographical areas. 	<ul style="list-style-type: none"> • Individual and group singing tests • Public concert performances • Classroom activities 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Demonstrate an awareness of the elements of musical expression and their associated vocabulary. 	<ul style="list-style-type: none"> • Class discussion and demonstration • Group self-assessment • Application in daily rehearsal process • Application in concert performances 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Demonstrate an awareness of phrasing options and line, articulation options for notes and consonants, dynamic shading, and sensitivity to meaning and delivery of text. 	<ul style="list-style-type: none"> • Class discussion and demonstration • Group self-assessment • Application in daily rehearsal process • Application in concert performances 	

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B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • Demonstrate acceptable visual presentation during performances to include posture, amount of movement, appropriate grooming (continued below), 	<ul style="list-style-type: none"> • Class discussions • Peer evaluations • Group assessment of performance video tape • Teacher evaluation of concert performance 	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts (sing, play an instrument, read/notate music, compose, arrange, improvise).	<ul style="list-style-type: none"> • performance attire, animated facial expression, watching the director, awareness and execution of entrances and exits, avoiding gum chewing, and when applicable, demonstrating appropriate audience behavior. 	<ul style="list-style-type: none"> • Class discussions • Peer evaluations • Evaluations of performance video tape • Teacher evaluation of concert performance 	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> • Identify, understand, and perform musical signs and terms found in performance repertoire, including but not limited to the following (continued below) 	<ul style="list-style-type: none"> • Classroom discussions and activities • Individual and group singing tests • Written tests or quizzes 	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> • repeat signs, D.C. al Fine, Fine, D.S., and Coda, time signatures, key signatures, sharps, flats, naturals, double sharps, double flat (continued below) 	<ul style="list-style-type: none"> • Classroom discussions and activities • Individual and group singing tests • Written tests or quizzes 	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> • Dynamic markings as written out in Italian or abbreviated, articulation markings, tempo markings and change in tempo markings. 	<ul style="list-style-type: none"> • Classroom discussions and activities • Individual and group singing tests • Written tests or quizzes 	

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C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> Analyze song texts for correct vowel sounds (including the schwa) and sustained/vanishing elements of diphthongs. 	<ul style="list-style-type: none"> Written assignments Oral questioning 	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> Demonstrate and correctly use vocabulary associated with vocal jazz, gospel, Broadway and other unique music styles to attain appropriate stylistic performance practice. 	<ul style="list-style-type: none"> Class activities Guided practice with the use of recordings and video tapes Concert performances 	
F. Analyze works of art influenced by experiences or historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> Rehearse, discuss, and perform spirituals, protest songs, work songs, folk songs and songs inspired by other cultural events, exploring the event or history that applies. 	<ul style="list-style-type: none"> Student presentations Concert performances Classroom discussions 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Identify, explain, demonstrate and evaluate the use of commonly accepted rehearsal skills, responsibilities, and courtesies. 	<ul style="list-style-type: none"> Written tests or quizzes Weekly evaluation of application in daily rehearsal Class discussions 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Explain and demonstrate aspects of respectful constructive criticism when evaluating and discussing sectional and small group performances by peers. 	<ul style="list-style-type: none"> Class discussion Written tests/quizzes Self-evaluation 	

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G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Practice good communication skills with section leaders and director. 	<ul style="list-style-type: none"> Application in daily rehearsal 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Experience leading small groups, a cappella rehearsals and projects. Determine qualities of an effective leader 	<ul style="list-style-type: none"> Peer Evaluation Self Evaluation Group discussion 	
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> Evaluate rehearsal goals and objectives. 	<ul style="list-style-type: none"> Classroom activities Classroom discussions Written tests/quizzes 	
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> Generate a list of local and regional choral concerts, discuss location and admission costs and attend one of the concerts. 	<ul style="list-style-type: none"> Submit a program from the concert and write a paper describing the experience 	

Strand: 9.2 Historical and Cultural Contexts		Subject Area: Bel Canto Singers	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain the historical, cultural, and social context of an individual work in the arts.	<ul style="list-style-type: none"> • Know and understand basic composer, compositional, historical and cultural information of music being performed. 	<ul style="list-style-type: none"> • Classroom discussions • Written tests/quizzes 	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> • Locate the geographic region of origin of specific pieces of music when given a map or globe and know several facts about the region's culture or history. 	<ul style="list-style-type: none"> • Oral questioning • Written tests/quizzes 	

Strand: 9.3 Critical Response		Subject Area: Bel Canto Singers	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
A. Explain and apply the critical examination process of works in the arts and humanities.	<ul style="list-style-type: none"> Use the critical examination process to discuss selected repertoire being rehearsed and several different recorded performances of these selected pieces. 	<ul style="list-style-type: none"> Class discussions Class listening projects 	
A. Explain and apply the critical examination process of works in the arts and humanities.	<ul style="list-style-type: none"> Attend a choral concert and evaluate the repertoire performed and the performance of said repertoire. 	<ul style="list-style-type: none"> Student critique paper 	

Strand: 9.4 Aesthetic Response		Subject Area: Bel Canto Singers	Grade: 10-12
PA Academic Standards	Performance Indicators	Assessments	
B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture	<ul style="list-style-type: none"> Describe and evaluate the aesthetic reaction to music literature being performed 	<ul style="list-style-type: none"> Classroom discussion Individual and group written tests/quizzes Written assignment/project 	
B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture	<ul style="list-style-type: none"> Describe and evaluate musical and aesthetic reaction to various music listening examples 	<ul style="list-style-type: none"> Classroom discussion Individual and group written tests/quizzes Written assignment/project 	

Adaptations/Modifications for Students with I.E.P.s

Adaptations or modifications to this planned course will allow exceptional students to earn credits toward graduation or develop skills necessary to make a transition from the school environment to community life and employment. The I.E.P. team has determined that modifications to this planned course will meet the student's I.E.P. needs.

Adaptations/Modifications may include but are not limited to:

INSTRUCTION CONTENT

- Modification of instructional content and/or instructional approaches
- Modification or deletion of some of the essential elements

SETTING

- Preferential seating

METHODS

- Additional clarification of content
- Occasional need for one to one instruction
- Minor adjustments or pacing according to the student's rate of mastery
- Written work is difficult, use verbal/oral approaches
- Modifications of assignments/testing
- Reasonable extensions of time for task/project completion
- Assignment sheet/notebook
- Modified/adjusted mastery rates
- Modified/adjusted grading criteria
- Retesting opportunities

MATERIALS

- Supplemental texts and materials
- Large print materials for visually impaired students
- Outlines and/or study sheets
- Carbonless notebook paper
- Manipulative learning materials
- Alternatives to writing (tape recorder/calculator)