

CARLISLE AREA SCHOOL DISTRICT  
Carlisle, PA 17013

**CONCERT CHOIR**

**GRADES 9 - 12**

Date of Board Approval: **April 15, 2010**

CARLISLE AREA SCHOOL DISTRICT  
PLANNED INSTRUCTION COVER PAGE

Title of Course: Concert Choir Subject Area: Music Grade Level: 9-12

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

Prerequisites: None Credit: 1 Level: Intermediate

**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 Parsons

<b>Unit: 9.1 Production, Performance &amp; Exhibition of Music</b>		<b>Subject Area: Concert Choir</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Assessments</b>	
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"> <li>• Sing well-tuned major scales and their associated tonic chord using correct solfège syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual singing tests</li> </ul>	
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"> <li>• Identify key signatures and key note (Do) for all major scales and any non-major scales contained in performance repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Written tests and quizzes</li> </ul>	
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"> <li>• Sight sing diatonic melodies including skips of the tonic chord in C Major, F Major and G Major without writing in the solfège symbols.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group testing</li> <li>• Tape recorded projects</li> </ul>	
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"> <li>• Sight sing melodies in major key signatures up to five flats and sharps after labeling the notes with the correct solfège syllables.</li> </ul>	<ul style="list-style-type: none"> <li>• Individual and group testing</li> <li>• Tape recorded projects</li> </ul>	
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"> <li>• Identify written and aural examples of major, minor, and perfect intervals in the context of the tonic major chord.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests and quizzes</li> </ul>	

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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"> <li>Understand and recognize major and minor tonalities in auditory examples and in concert repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion and listening activities.</li> </ul>
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"> <li>Demonstrate facility in pitch identification in appropriate clef (including notes up to 2 leger lines above and 3 leger lines below the treble staff and 3 leger lines above and 1 leger line below the bass staff) by writing letter names and singing melodies using letter names of notes.</li> </ul>	<ul style="list-style-type: none"> <li>Written tests</li> <li>Ensemble singing activities</li> </ul>
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"> <li>Differentiate between whole and half steps in listening examples.</li> <li>Accurately sing pitches a half step and a whole step above and below a given pitch.</li> </ul>	<ul style="list-style-type: none"> <li>Written tests and quizzes</li> <li>Classroom singing exercises</li> <li>Individual singing tests</li> </ul>
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"> <li>Understand, number beats, and perform simple meter rhythms up to sixteenth note sub-divisions, including dotted notes, syncopations, triplets, rests and ties in 2/4, 3/4, and 4/4 time.</li> </ul>	<ul style="list-style-type: none"> <li>Written tests and quizzes</li> <li>Individual clapping or performance testing</li> <li>Group count singing exercises</li> </ul>
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"> <li>Explain and perform similar rhythms in cut time and 3/2 time (if concert repertoire uses this time signature).</li> </ul>	<ul style="list-style-type: none"> <li>Written tests and quizzes</li> <li>Individual clapping or performance testing</li> <li>Group count singing exercises</li> </ul>

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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"> <li>• Experience singing in compound meter (6/8, 9/8, or 12/8), identifying typical rhythm patterns associated with compound meter.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests and quizzes</li> <li>• Individual clapping or performance testing</li> <li>• Group count singing exercises</li> </ul>	
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"> <li>• Compare and explain the subdivisions inherent in simple, compound, and if contained in performance repertoire, composite meters.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion and questioning</li> <li>• Written tests or quizzes</li> </ul>	
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"> <li>• Identify mixed meters in performance literature and perform mixed meters accurately and with awareness of the conductor's beat pattern and appropriate subdivisions.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion and questioning</li> <li>• Written tests or quizzes</li> </ul>	
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"> <li>• Identify specific measures of repetition and contrast in music being performed.</li> <li>• Appropriately use the following form-related terms: verse, refrain, introduction, coda, and bridge.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening tests or quizzes</li> <li>• Classroom discussions and listening activities</li> <li>• Written tests or quizzes using notated musical examples</li> </ul>	
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"> <li>• Recognize out of tune singing as sharp or flat.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussion and questioning</li> <li>• Written tests or quizzes</li> </ul>	

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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"> <li>Identify musical textures in repertoire being rehearsed as monophonic, homophonic, polyphonic or a combination.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussion and questioning</li> <li>Written tests or quizzes</li> <li>Rehearsal analysis</li> </ul>
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"> <li>Identify and follow aspects of a choral conductor's gesture to include: Metric pattern, Tempo, Tempo changes, Preparatory breath, Attacks, Cut-offs, Dynamic changes, Articulation, Phrasing, and Vowel Shapes</li> </ul>	<ul style="list-style-type: none"> <li>Rehearsal practice</li> <li>Concert performance</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Sing with acceptable intonation and with clear, resonant, and well-supported tone in the heart of the range for the physical development of the individual voice.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group singing tests</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Know, explain, and demonstrate correct sitting and standing posture (with and without holding music) while singing.</li> </ul>	<ul style="list-style-type: none"> <li>Class demonstrations and discussions</li> <li>Written tests or quizzes</li> <li>Individual and group testing</li> <li>Daily application in rehearsal</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Know, identify, and make appropriate adjustments as requested for lumbar spine, sternum, rib cage, axial-occipital joint, temporal-mandibular joint, shoulder blades and pelvis.</li> </ul>	<ul style="list-style-type: none"> <li>Class demonstrations and discussions</li> <li>Written tests or quizzes</li> <li>Individual and group testing</li> <li>Daily application in rehearsal</li> </ul>

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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.	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Written tests or quizzes</li> <li>Oral questioning</li> <li>Individual and group testing</li> <li>Daily application in rehearsal</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Explain and demonstrate diaphragmatic breathing that is low, full, controlled and free of unnecessary tension while singing.</li> </ul>	<ul style="list-style-type: none"> <li>Written tests or quizzes</li> <li>Individual demonstration/testing</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate the ability to modify vowel sounds in the extremes of the vocal range to produce desirable tone quality and tuning.</li> </ul>	<ul style="list-style-type: none"> <li>Class demonstrations and discussion</li> <li>Daily application in rehearsal</li> <li>Individual and group testing</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Boys with changing voices will demonstrate the ability to modify vocal production for extreme range notes by singing falsetto, dropping or raising notes an octave, or by dropping out of inaccessible passages to meet the demands of the repertoire being performed.</li> </ul>	<ul style="list-style-type: none"> <li>Guided practice</li> <li>Individual or group testing</li> <li>Concert performance</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Describe and demonstrate singing with appropriate mouth shape to achieve pure vowel sounds and pleasing diphthongs</li> <li>Recognize inappropriate vowel shapes and diphthongs when performed by peers.</li> </ul>	<ul style="list-style-type: none"> <li>Small group demonstrations</li> <li>Group singing tests</li> <li>Students assessment of other student groups during rehearsal</li> </ul>	

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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.	<ul style="list-style-type: none"> <li>Know and sing with differentiated dynamics from pp to ff, including crescendos, decrescendos, and subito dynamics.</li> </ul>	<ul style="list-style-type: none"> <li>Application in rehearsal and concert performance</li> <li>Written tests/quizzes</li> <li>Small group testing</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Sing with appropriate tone production in a variety of tempos including a measured legato for slow tempos and a fairly rapid articulation of slurred notes and/or melismas.</li> </ul>	<ul style="list-style-type: none"> <li>Small group singing tests</li> <li>Large group rehearsal evaluation</li> <li>Concert performance</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Sing performance repertoire with appropriate diction for the style of the music.</li> <li>Enunciate initial and final consonants appropriately for a clearly understood performance.</li> </ul>	<ul style="list-style-type: none"> <li>Group evaluation/discussions</li> <li>Tape recorded group singing evaluation</li> <li>Individual and group singing tests</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Sing in Latin and at least one additional language other than English using correct pronunciation and matching musical interpretation to the meaning of the text.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group singing tests</li> <li>Group discussions/evaluation</li> </ul>
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Develop tonal memory to accurately reproduce sequences of three to five notes and musical phrases with text or solfège syllables with a minimal number of hearings.</li> </ul>	<ul style="list-style-type: none"> <li>Class exercises</li> <li>Auditions for advanced level choirs</li> </ul>



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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.	<ul style="list-style-type: none"> <li>Learn songs and warm-up exercises by rote.</li> </ul>	<ul style="list-style-type: none"> <li>Class exercises</li> <li>Auditions for advanced level choirs</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Watch, listen, and adapt during rehearsal and performance to achieve a reasonable balance of voice parts, blend of voices within the section, and reasonably accurate tuning for a beginning level ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>Application and development in daily group rehearsal and also in performance</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Define balance and blend, and identify good and poor examples of each in recordings.</li> </ul>	<ul style="list-style-type: none"> <li>Application and development in daily group rehearsal and also in performance</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Perform (usually from memory) choral music in two to five parts for mixed voices to include homophonic and polyphonic textures and a cappella and accompanied selections representing a variety of styles, genres, historical periods, cultures, and geographical areas.</li> </ul>	<ul style="list-style-type: none"> <li>Individual and group singing tests</li> <li>Public concert performances</li> <li>Classroom activities</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate an awareness of appropriate breathing places for effective phrasing, staccato, legato and accented articulations, dynamic contrast, and some sensitivity to meaning and delivery of text.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and demonstration</li> <li>Group self-assessment</li> <li>Application in daily rehearsal process</li> <li>Application in concert performances</li> </ul>	

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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.	<ul style="list-style-type: none"> <li>Describe effective phrasing, staccato, legato, and accented articulations, dynamic contrast, and identify their use or lack of use in recorded performances.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussion and demonstration</li> <li>Group self-assessment</li> <li>Application in daily rehearsal process</li> <li>Application in concert performances</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate ability to hear vocal parts independently by performing one or more of the following in a one or two person per part ensemble: partner songs, rounds, simple three or four part homophonic compositions, concert repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>Small group singing tests</li> <li>Classroom exercises in small groups</li> </ul>	
B. Recognize, know, use, and demonstrate a variety of appropriate music elements and principles to produce, review, and revise original works in the arts.	<ul style="list-style-type: none"> <li>Demonstrate acceptable visual presentation during performances to include posture, amount of movement, appropriate grooming, presentable and complete performance attire, animated facial expression, watching the director, awareness and execution of logistical entrances and exits, avoiding gum chewing, and demonstrating appropriate audience behavior.</li> </ul>	<ul style="list-style-type: none"> <li>Peer evaluations</li> <li>Class discussions</li> <li>Group evaluation of performance video tape</li> <li>Teacher evaluation of concert performance</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>Identify, understand and accurately perform musical signs and terms found in performance repertoire, including, but not limited to, the following: Repeat Signs, D.C. al Fine, Fine, D. S. and Coda, Time Signatures and Key Signatures, Sharps, Flats, and Naturals, Dynamic markings as written out in Italian and as abbreviated, articulation markings.</li> </ul>	<ul style="list-style-type: none"> <li>Classroom discussions and activities</li> <li>Written Tests</li> <li>Individual and group singing tests</li> <li>Accurate Rehearsal interpretation</li> <li>Public Performance</li> </ul>	
C. Integrate and apply an advanced vocabulary to music.	<ul style="list-style-type: none"> <li>Demonstrate and correctly use vocabulary associated with vocal jazz, gospel, Broadway, and other unique musical styles to attain appropriate stylistic performance practice.</li> </ul>	<ul style="list-style-type: none"> <li>Class activities</li> <li>Guided Practice with the use of recordings and video tapes</li> <li>Concert performances</li> </ul>	

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F. Analyze works of art influenced by experiences of historical and cultural events through production, performance or exhibition.	<ul style="list-style-type: none"> <li>• Rehearse, discuss, and perform one or more of the following: spirituals, protest songs, work songs, folk songs, and songs inspired by other cultural events.</li> </ul>	<ul style="list-style-type: none"> <li>• Student presentations</li> <li>• Concert Performance</li> <li>• Class discussions</li> </ul>
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Identify, explain, demonstrate and evaluate the use of commonly accepted rehearsal skills, responsibilities, and courtesies.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests or quizzes</li> <li>• Weekly assessment of application in daily rehearsal</li> <li>• Class discussions</li> <li>• Self evaluation</li> </ul>
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Explain and demonstrate aspects of respectful constructive criticism when evaluating sectional and small group performances by peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests or quizzes</li> <li>• Weekly assessment of application in daily rehearsal</li> <li>• Class discussions</li> <li>• Self evaluation</li> </ul>
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Practice good communication skills with section leaders and director.</li> </ul>	<ul style="list-style-type: none"> <li>• Application in daily rehearsal</li> </ul>
G. Analyze the effect of rehearsal and practice sessions.	<ul style="list-style-type: none"> <li>• Evaluate rehearsal goals and objectives.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests or quizzes</li> <li>• Classroom discussions</li> <li>• Class discussions</li> <li>• Self evaluation</li> </ul>

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H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> <li>• Demonstrate a knowledge of proper use and care of the voice during non-singing activities with respect to the following: adequate hydration, good and bad speech habits, especially pitch level of the speaking voice,</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests or quizzes</li> <li>• Class discussions</li> <li>• Self evaluation</li> </ul>
H. Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.	<ul style="list-style-type: none"> <li>• (continued) throat clearing, detrimental environmental conditions, food and drink that positively and negatively affect the voice, medications smoking, adequate vocal rest and sleep.</li> </ul>	<ul style="list-style-type: none"> <li>• Written tests or quizzes</li> <li>• Class discussions</li> <li>• Self evaluation</li> </ul>
I. Distinguish among a variety of regional arts events and resources and analyze methods of selection and admission.	<ul style="list-style-type: none"> <li>• Choose a concert from a class generated list of local and regional choral concerts, discuss location, admission costs, and attend the concert.</li> </ul>	<ul style="list-style-type: none"> <li>• Submit a program from the concert and write a paper describing the experience.</li> </ul>

<b>Unit: 9.2 Historical and Cultural Contexts</b>		<b>Subject Area: Concert Choir</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Assessments</b>	
A. Explain the historical, cultural, and social context of an individual work in the arts.	<ul style="list-style-type: none"> <li>• Know and understand basic composer, compositional, historical and cultural information of music being performed.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Written tests or quizzes</li> </ul>	
G. Relate works in the arts to geographic regions.	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Oral questioning</li> <li>• Written tests or quizzes</li> </ul>	

<b>Unit: 9.3 Critical Response</b>		<b>Subject Area: Concert Choir</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Assessments</b>	
A. Explain and apply the critical examination process of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Use the critical examination process to discuss selected repertoire being rehearsed and several different recorded performances of these selected pieces.</li> </ul>	<ul style="list-style-type: none"> <li>Class discussions</li> <li>Class listening projects</li> </ul>	
A. Explain and apply the critical examination process of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Attend a choral concert and analyze and describe the repertoire performed using appropriate musical terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Student critique paper</li> </ul>	
A. Explain and apply the critical examination process of works in the arts and humanities.	<ul style="list-style-type: none"> <li>Evaluate choral performance with respect to choral singing skills: expressive phrasing, balance, blend, tuning, diction, vowel shapes, and dynamic contrast.</li> </ul>	<ul style="list-style-type: none"> <li>Student critique paper</li> </ul>	

<b>Unit: 9.4 Aesthetic Response</b>		<b>Subject Area: Concert Choir</b>	<b>Grade: 9-12</b>
<b>PA Academic Standards</b>	<b>Performance Indicators</b>	<b>Sample Assessments</b>	
B. Describe and analyze the effects that works in the arts have on groups, individuals, and the culture.	<ul style="list-style-type: none"> <li>• Describe and evaluate the aesthetic reaction to music literature being performed.</li> <li>• Describe and evaluate musical and aesthetic reaction to various music listening examples.</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom discussions</li> <li>• Individual writing project</li> </ul>	

## **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)