

## HINSDALE MUSIC CURRICULUM

GRADE LEVEL/COURSE:     **High School Chorus**

STANDARD: **1. Sing, alone and with others, a varied repertoire of music.**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. sing with expression and technical accuracy a large and varied repertoire of vocal literature in more than one language with a difficulty level of 4 on a scale of 1 to 6, including some songs performed from memory;	Chorus, individual, concert singing, student recordings	Chorales, Ensemble/Small Group and Concert music	Formal and informal observation
b. sing music written in four parts, with and without accompaniment, demonstrating well-developed ensemble skills	Chorus, individual, concert singing, student recordings	Chorales, Ensemble/Small Group and Concert music	Formal and informal observation

STANDARD: **3. Improvise melodies, variations, and accompaniments**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. improvise rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys;	Chorus, individual, or concert singing	Jazz Music/Arrangements CD's	Formal observation
c. improvise original melodies over given chord	Chorus, individual, or concert singing	Jazz Music/Arrangements CD's	Formal observation

progressions, each in a consistent style, meter, and tonality.			
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**STANDARD: 4. Compose and arrange music within specified guidelines**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. compose music in several distinct styles, demonstrating creativity in using the elements of music for expressive effect;	Songwriting	Music Theory/Composition books, worksheets, Finale Notepad, Garage Band	Written Composition
c. compose and arrange music for voices and various acoustic and electronic instruments, demonstrating knowledge of the ranges and traditional usage of the sound sources.	Songwriting	Music Theory/Composition books, worksheets, Finale Notepad, Garage Band	Written Composition

**STANDARD: 5. Read and notate music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used;	Score analysis, class discussion	Etudes, Chorales, Ensemble, and Concert music	Formal and informal observation
b. sight-read, accurately and expressively, music with a difficulty level of 3 on a scale of 1 to 6.	Band, sectional, individual, concert playing, student recordings	Chorales, Ensemble/Small Group and Concert music	Formal and informal observation

**STANDARD: 6. Listen to, analyze, and describe music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices;	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal and informal observation, written assignments
b. demonstrate extensive knowledge of the technical vocabulary of music;	Score analysis, class discussion	Etudes, Chorales, Ensemble and Concert music	Formal and informal observation, written assignments
c. identify and explain composition devices and techniques used to provide unity, variety, and tension and release in a musical work, and give examples of other works that make similar uses of these devices and techniques.	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal and informal observation, written assignments
d. demonstrate the ability to perceive and remember music events	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal and informal observation, written assignments
f. analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal and informal observation, written assignments

**STANDARD: 7. Evaluate music and music performances**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations, then apply the criteria in their personal participation in music;	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal teacher observation, written assignments
b. evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal teacher observation, written assignments
c. evaluate a given musical work in terms of its aesthetic qualities and explain the musical devices it uses to evoke feelings and emotions.	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal teacher observation, written assignments

**STANDARD: 9. Understand music in relation to history and culture**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications	Guided and un-guided listening exercises, class discussion	Recordings, videos	Formal and informal observation, written assignments

b. identify sources of American music genres, trace the evolution of those genres, and cite well-known musicians associated with them;	Presentation and Class discussion	Books, videos, recordings	Formal and informal observation, written assignments
c. identify various roles that musicians perform, cite representative individuals who have functioned in each role, and describe their activities and achievements.	Presentation and Class discussion	Books, videos, recordings	Formal and informal teacher observation, written assignments

**STANDARD: 10. Identify the range of careers in the field of music**

<b>Knowledge &amp; Skills</b>	<b>Suggested Activities</b>	<b>Suggested Resources &amp; Materials</b>	<b>Assessment</b>
a. recognize that some people are hired to sing or play varied styles of music in various media;	Presentation, class discussion	Books, recordings, videos	Formal and informal observation, written assignments
b. identify professions in which people compose and/or arrange music in diverse styles for various media;	Presentation, class discussion	Books, recordings, videos	Formal and informal observation, written assignments
c. recognize that careers and work opportunities exist in the fields of music evaluation;	Presentation, class discussion	Books, recordings, videos	Formal and informal observation, written assignments
d. recognize that professions exist in the study of music history, such as ethnomusicology.	Presentation, class discussion	Books, recordings, videos	Formal and informal observation, written assignments