

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: CHORAL PERFORMANCE 4

CBEDS ASSIGNMENT
CODE: 2314

COURSE CODE: V0946p, v0948p

GRADE LEVEL: 10-12

COURSE LENGTH: One Year

PREREQUISITE: Choral Performance 3 or audition

CREDIT: 10 credits

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

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

STANDARDS AND
BENCHMARKS: VAPA/Music: 1.1-1.12, 2.1-2.4, 2.7-2.12, 3.1-3.13, 4.1-4.8, 5.1-5.4

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE DESCRIPTION: Choral Performance 4 is an advanced ensemble. Students will show understanding and mastery of music theory, sight-reading, and appropriate performance styles. Members will perform advanced literature from the repertoire of choral music and have many opportunities for performing in school and in the community. Students will be expected to undertake leadership and administrative roles.

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, instruments necessary to conduct class, equipment for rehearsal and performance facility, appropriate technology

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 Course Content and Performance Objectives
CHORAL PERFORMANCE 4

		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	

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.6	Sight-reads music accurately and expressively.		1.6		Performance assessment	
1.7	Describes using music terminology significant music events perceived and remembered in a given aural example.		1.7		Personal communication Constructed response Selected response	
1.8	Analyzes and describes the use of the elements of music in a given work that makes it unique, interesting and expressive.		1.8		Selected response Personal communication	
1.9	Analyzes music forms, both past and present, in a repertoire of music from diverse genres and cultures.		1.9		Selected response	
1.10	Reads a full instrumental or vocal score and describes how the elements of music are used.		1.10		Selected response Constructed response	
1.11	Transcribes simple songs into melodic and rhythmic notation when presented aurally.		1.11		Constructed response	

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
1.12	Sight-reads music accurately and expressively.		1.12		Performance Assessment	
2.0	STUDENT DEVELOPS VOCAL AND INSTRUMENTAL MUSIC SKILLS IN ORDER TO PERFORM A VARIED REPERTOIRE OF MUSIC; COMPOSES AND 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 ensemble.		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	

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2.5	Composes music using appropriate articulations for expressive effect.		2.4		Performance assessment	
2.6	Performs music written in four parts with and without accompaniment.		2.11		Performance assessment	
2.7	Performs with expression, technical accuracy, tone quality, vowel shape and articulation a repertoire of vocal shape and a repertoire of vocal literature representing various genres, styles and cultures, written and from memory, alone and in ensembles.		2.10		Performance assessment	
2.8	Improvises harmonizing parts using the appropriate style.		2.7		Performance assessment	
2.9	Improvises original melodies over given chord progressions.		2.9		Performance assessment	
2.10	Improvises rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys.		2.8		Performance assessment	

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
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
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, cite-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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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
3.5	Classifies by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explains the reasoning behind their classification.		3.5		Constructed response Personal communication	
3.6	Analyzes how the roles of musicians and composers have changed or remained the same throughout history.		3.6		Personal communication Constructed response	
3.7	Identifies uses of music elements in non-traditional art music.		3.7		Personal communication Constructed response	
3.8	Compares and contrasts the social function of a variety of music forms in various cultures and time periods.		3.8		Personal communication Constructed response	
3.9	Performs music from a variety of cultures and historical periods.		3.9		Performance assessment	

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3.10 Compares and contrasts music styles in various genres.		3.11		Personal communication Constructed response Selected response	
3.11 Analyzes the stylistic features of a given musical work that defines its aesthetic tradition and its historical or cultural context.		3.12		Personal communication Constructed response Selected response	
3.12 Compares and contrasts music genres or styles that show the influence of two or more cultural traditions.		3.13		Personal communication Constructed response Selected response	
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

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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 criteria 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	
4.6	Evaluates a specific musical work in terms of its aesthetic qualities.		4.6		Constructed response Personal communication	

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		CAHSEE	Standards & Benchmarks	Standards Based Test (CST)	Assessment	Timeline
4.7	Analyzes and explains how and why people in a particular culture use and respond to specific musical works from their own culture.	N/A	4.7	N/A	Personal communication Constructed response Selected response	5% of class time
4.8	Compares the musical means used to create images or evoke feelings and emotions in musical works from various cultures.		4.8		Personal communication	
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.		5.0			
5.1	Analyzes the role and function of music in media, philosophy, culture, and other disciplines.		5.1		Personal communication Selected response, Constructed response	

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5.2	Describes career options in music.		5.2		Personal communication Selected response Constructed response	
5.3	Analyzes or creates, arranges, underscores and composes music.		5.3		Personal communication	
5.4	Identifies and explains the various factors involved in pursuing musical careers.		5.4		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.