

SUBJECT AREA – VISUAL & PERFORMING ARTS

COURSE TITLE: CHORAL PERFORMANCE 2

CBEDS ASSIGNMENT
CODE: 2305

COURSE CODE: V0943p

GRADE LEVEL: 9-12

COURSE LENGTH: One year

PREREQUISITE: Choral Performance 1 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: 1.1-1.6, 2.1-2.4, 2.11-2.12, 3.1-3.5, 4.1-4.5, 5.1-5.2

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COURSE DESCRIPTION: Choral Performance 2 is a beginning to intermediate vocal music course. Students will further develop their knowledge of music fundamentals, vocal technique, sight-reading, and historical and cultural perspectives of choral music. Members will perform a variety of repertoire from different historic periods and cultures from two, three, and four-part selections for voices.

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.

Acalanes Union High School District
 Course Content and Performance Objectives
CHORAL PERFORMANCE 2

		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	
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 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	Composes music using appropriate articulations for expressive effect.		2.4		Performance assessment	

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2.5	Performs music written in four parts with and without accompaniment.	N/A	2.11	N/A	Performance assessment	10% of class time
2.6	Performs solos 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.		3.0			
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	

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4.0	3.4 Performs music from various cultures and time periods.	N/A	3.4	N/A	Performance assessment	15% of class time
	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	
	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.		4.0			
	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	

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4.4	Explains how people in a particular culture use and respond to specific musical works from that culture.	N/A	4.4	N/A	Personal communication	5% of class time
4.5	Describes the means used to create images or evoke feelings and emotions in musical works from various cultures.		4.5		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	
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.