

# **Georgia Performance Standards**

## **Fine Arts**

### **Chorus (Choral Music) Introduction**

Choral Music courses provide opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. These courses seek to give students in grades 6 through 12 experiences in the study and performance of a diverse repertoire of music.

The standards of learning are organized into sequential and developmental levels:

Elementary School - Beginning

Grades 6<sup>th</sup> – 8<sup>th</sup> Beginning, Intermediate, and Advanced

Grades 9<sup>th</sup> – 12<sup>th</sup> Beginning, Intermediate, Advanced, and Mastery

Since students in Georgia may be introduced to the choral ensemble experience at varying grade levels, the use of sequential and developmental levels allows for consistency and instructional flexibility.

Study of vocal/choral music includes the cultivation of a beautiful singing tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, responsible rehearsal habits, and the value of collaboration.

Students will have opportunities for self-expression through the spontaneity of improvisation and the creative process of composition. Students will develop listening skills and the ability to analyze and critique music and music performances. Students will relate their musical experiences to historical and cultural aspects of choral repertoire.

The ultimate goal of the choral experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music.

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**GRADES 6 - 8**

**INTERMEDIATE CHORUS**

### **A. Skills and Techniques/Performance**

MMSIC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate and discuss appropriate singing posture and breathing techniques.
- b. Identify changes to vocal anatomy which occur through middle school years.
- c. Identify and discuss aspects of voice change as reflected in vocal range, tone, and vocal agility.
- d. Identify and begin to develop pure vowel sounds and clear consonants.
- e. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend.
- f. Demonstrate and discuss aspects of expressive performance through dynamics, tempo, and phrasing.
- g. Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique.

MMSIC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Play percussion and melodic instruments to demonstrate knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MMSIC.3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify and describe basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method
- d. Read and notate music using software.

### **B. Creation**

MMSIC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns.
- b. Improvise variations of melodic phrases found in a varied repertoire of music.
- c. Create rhythmic and melodic accompaniments to support other elements of musical performance (e.g., ostinati).

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MMSIC.5 - Composing and arranging music within specified guidelines

- a. Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, word stress and style, and justify those creative decisions.
- b. Set short poetic phrases and texts to music.
- c. Compose short rhythms and original melodies based on pentatonic, major, and minor scales.

### **C. Critical Analysis/Investigate**

MMSIC.6 - Listening to, analyzing, and describing music

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, musical form, and phrasing.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrasts.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MMSIC.7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, dynamics, and phrasing through discussion and writing.
- b. Reflect on the nature of performance in music and in related arts through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

### **D. Cultural and Historical Context**

MMSIC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Identify and describe relationships between music, dance arts, theatre arts, and visual arts.
- b. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

MMSIC.9 - Understanding music in relation to history and culture

- a. Identify and describe historical and cultural characteristics of a varied repertoire including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.
- c. Identify and describe historical period, composer, culture, and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life.
- e. Discuss the relationship between music, world events, history, and culture.