

# Tribe Choir

For each of the sections that follow, students may be required to analyze, recall, explain, interpret, apply, or evaluate the particular concepts being taught.

## VOCAL TECHNIQUES

- apply knowledge of proper posture and body position in singing technique
- demonstrate knowledge of breathing techniques
- demonstrate knowledge of healthy tone production

## TONE

- perform a vocal tone with varying degree of pitch, intensity of volume, timbre, and duration
- demonstrate blend and balance in ensemble singing
- evaluate blend and balance of small and large ensembles

## RHYTHM

- demonstrate beat, tempo, meter, accent, accelerando, and ritards
- identify and perform pick-up, syncopations, and polyrhythms

## MELODY

- explain and perform call and response, phrasing, sequence, contour, and articulation
- demonstrate stylistically appropriate techniques such as glissando and blues notes

## HARMONY

- identify and perform major and minor (interval relationships), and in harmony

## TONALITY

- classify and perform pentatonic chromatic, major / minor tonalities and key signatures

## TEXTURE

- explain and perform various textual forms: monophonic, polyphonic, and homophonic
- perform and identify canon, counter-melody, ostinato, and descant

## FORM

- identify basic forms (binary and ternary) and imitation

- identify and perform grand musical forms such as: oratorio, cantata, mass and aria, and motet

## HISTORY AND TERMINOLOGY

- define and apply musical terminology and symbols appearing in literature
- identify composers, styles, and historical periods associated within choral literature

## READING AND PROBLEM SOLVING

- read, interpret, and perform musical notation
- improve musical skills by progressing through musical achievements

## LISTENING AND ANALYSIS

- demonstrate recognition of major choral works
- analyze self and group performance using musical terms

## PRACTICE / PARTICIPATION, PERFORMANCE, CONCERT ETIQUETTE

- apply practice skills to out of school situations
- participate and perform in and after school as a section member, small ensemble member, and large ensemble member
- perform in all public performances
- apply/audition outside enrichment activities (i.e. PMEA, ACDA)
- demonstrate growth through progressing performance levels

## PERFORMANCE ETIQUETTE

- demonstrate professional / concert etiquette