



**9-12<sup>th</sup> Grade**

**Advanced Women's Chorus GSE**



## CREATING

### **HSAWC.CR.1 Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Improvise variations of melodic phrases found in a varied repertoire of music.
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions.
- f. Set short poetic phrases and texts to music.
- g. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic.

### **HSAWC.CR.2 Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Refine improvised or composed pieces using student-created criteria.

## PERFORMING

### **HSAWC.PR.1 Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style.
- c. Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.



### **HSAWC.PR.2 Develop and refine musical techniques and works for presentation.**

- a. Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation.
- b. Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
- c. Develop vocal continuity through passaggio and across vocal registers.
- d. Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing.
- e. Describe and explain elements of vocal health, including proper use and physiological needs.
- f. Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance.
- g. Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts.

### **HSAWC.PR.3 Convey meaning through the presentation of musical works.**

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras.
- b. Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

## **RESPONDING**

### **HSAWC.RE.1 Perceive, analyze, and interpret meaning in musical works.**

- a. Analyze and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.



**HSAWC.RE.2 Apply criteria to evaluate musical works.**

- a. Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

## CONNECTING

**HSAWC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**

- a. Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Discuss the collaborative nature of the choral art.

**HSAWC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**

- a. Analyze historical and cultural characteristics of a varied repertoire including world music.
- b. Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Analyze historical period, composer, culture and style of music presented in class.
- d. Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.