



9-12th Grade

Intermediate Chorus GSE



CREATING

HSIC.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. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.

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

- a. Share improvised, composed, or arranged pieces.
- b. Using teacher- or student-created criteria, refine improvised or composed pieces.

PERFORMING

HSIC.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.
- c. Notate rhythms and melodies 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.



- HSIC.PR.2 Develop and refine musical techniques and works for presentation.**
- Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation.
 - Sing with purity of vowels and articulate voiced and unvoiced consonants.
 - Explore vocal continuity through passaggio and across vocal registers.
 - Explore elements of vocal health, as reflected in physiological changes affecting range and tone.
 - Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
 - Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.

- HSIC.PR.3 Convey meaning through the presentation of musical works.**
- Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
 - Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
 - Sing selected music from memory for public performance at least twice per year.
 - Exhibit appropriate rehearsal and performance etiquette.

RESPONDING

- HSIC.RE.1 Perceive, analyze, and interpret meaning in musical works.**
- Explain and describe a musical score in terms of rhythm, melody, and form.
 - Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
 - Discuss the emotions and thoughts that music conveys.
 - 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.
- HSIC.RE.2 Apply criteria to evaluate musical works.**
- Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
 - Reflect on the nature of rehearsal and performance in music through discussion and writing.



CONNECTING

- HSIC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**
- Discuss how music relates to personal development and enjoyment of life.
 - Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
 - Demonstrate literacy skills through reading and discussing musical settings of varied literature.
- HSIC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**
- Discuss historical and cultural characteristics of a varied repertoire including world music.
 - Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
 - Identify the historical period, composer, culture and style of music presented in class.
 - Discuss the relationship between the music being studied and world events, history, and culture.
 - Discuss and apply appropriate audience etiquette and active listening in selected musical settings.