9-12th Grade
Mastery Women's Chorus GSE
CREATING

HSMWC.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 tonalities over a tonic, subdominant, and dominant chord progression.
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.

HSMWC.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

HSMWC.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 advanced music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style, with attention to expressive challenges.
c. Notate complex 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.
HSMWC.PR.2  Develop and refine musical techniques and works for presentation.

a. Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation.
b. Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance.
c. Exhibit vocal continuity through passaggio across vocal registers.
d. Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range.
e. Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs.
f. Assess and justify applied rehearsal and performance strategies which address technical and expressive challenges.

HSMWC.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

HSMWC.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. Analyze and justify student impressions of the emotions and thoughts that music conveys.
d. Analyze and justify 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.
HSMWC.RE.2  Apply criteria to evaluate musical works.

a. Apply student-developed criteria to justify evaluations of 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

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

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

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

a. Analyze and justify historical and cultural characteristics of a varied repertoire including world music.
b. Analyze and justify stylistic characteristics of a varied repertoire including world music through vocal performance.
c. Analyze and justify historical period, composer, culture, and style of music presented in class.
d. Analyze and justify 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.