



K-5 Chorus GSE



54.01100 Course Description

Chorus - This performance-based class focuses on learning to use the vocal instrument to create a healthy and pleasing sound. In addition to learning proper vocal production and technique, students learn music reading skills, sight-singing skills, and performance skills. This course offers opportunities for students to develop team building and leadership skills. Participation in concert performances outside of regular class hours is required.

Creating

ESBC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise simple rhythmic and melodic patterns.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato).
- d. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- e. Set short poetic phrases and texts to music.
- f. Compose original rhythms and melodies.

ESBC.CR.2 Organize, develop, and revise musical ideas and works.

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

Performing

ESBC.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 basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.



- ESBC.PR.2 Develop and refine musical techniques and works for presentation.**
- Demonstrate appropriate singing posture and breathing techniques.
 - Identify basic vocal anatomy.
 - Identify aspects of vocal range and tone.
 - Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
 - Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.
- ESBC.PR.3 Convey meaning through the presentation of musical works as the school setting permits.**
- Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music.
 - Demonstrate and respond to basic 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

- ESBC.RE.1 Perceive, analyze, and interpret meaning in musical works.**
- 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.
 - Describe 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.
- ESBC.RE.2 Apply criteria to evaluate musical works.**
- Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch, and rhythm, diction, and dynamics.



Connecting

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

- a. Discuss how music relates to personal development and enjoyment of life. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.