

Perris Union High School District Course of Study

| A. COURSE INFORMATION | | |
|--|---|--|
| Course Title: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Intermediate Treble Choir</div> <input checked="" type="checkbox"/> New <input type="checkbox"/> Revised | Subject Area: <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input checked="" type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input type="checkbox"/> Other | Grade Level <input type="checkbox"/> MS <input type="checkbox"/> HS <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12 |
| If revised previous course name if changed <div style="border: 1px solid black; height: 20px; width: 100%;"></div> | Is this classified as a Career Technical Education course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Transcript Course Code/Number: <div style="border: 1px solid black; height: 20px; width: 100%;"></div> (To be assigned by Educational Services) | Required for Graduation: <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Meets UC/CSU Requirements? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No Was this course <i>previously approved by UC</i> for PUHSD? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services) | Credential Required to teach this course: <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Single Subject - Music</div> <p style="text-align: center; margin: 0;"><i>To be completed by Human Resources only.</i></p> <div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between;"> <div style="font-family: cursive; font-size: 1.2em;">Nicholas Carter</div> <div style="text-align: right;">10-29-2019</div> </div> <p style="text-align: center; margin: 0;">Signature Date</p> | |
| Meets "AP" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | Meets "Honors" Requirements? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No | |
| Submitted by: Julia Hong Site: Paloma Valley High School Date: October 30th, 2019 | Unit Value/Length of Course: <input type="checkbox"/> 0.5 (half year or semester equivalent) <input checked="" type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other: | |
| Approvals | Name/Signature | Date |
| Director of Curriculum & Instruction | | 11-17-19 |
| Asst. Superintendent of Educational Services | | |
| Governing Board | | |

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| Prerequisite(s) (REQUIRED): |
| <ul style="list-style-type: none"> - At least one year of Beginning Treble Choir or other approved high school level choral course - By audition* or by Director's approval only <p>*Auditions held at the end of each school year, determining roster for the following school year</p> |
| Corequisite(s) (REQUIRED): |
| N/A |
| Brief Course Description (REQUIRED): |
| <p>Intermediate Treble Choir is an advanced level auditioned vocal ensemble comprised of singers of the upper range of voices (soprano and alto). Singers in this ensemble are dedicated to singing and studying music from a variety of time periods and cultures, training their voices in healthy singing technique, and learning and applying elements of music theory. Students will build on the fundamentals acquired from previous choral experience and continue advancing their knowledge of singing in a choir, proper vocal technique and health, music theory, music history, music literacy, and performance through the study of a wide variety of choral music written for upper voices.</p> |

B. COURSE CONTENT

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| Course Purpose (REQUIRED): |
| <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i> |
| <p>Intermediate Treble Choir is needed as a course for students who have completed at least one year of Beginning Treble Choir and/or have substantial previous choral experience to continue advancing and honing their craft. This course will build on the basics of choral music and give students an opportunity for growth in the art form. Singers in this course will be able to work at a faster and more advanced pace, given more individual responsibility and ownership when learning music, and/or attend competition/festival opportunities that are available.</p> |
| Course Outline (REQUIRED): |
| <i>Detailed description of the topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i> |
| <p>Unit 1: Establish Musical Literacy, Vocal Technique, and Choir Expectations Unit 2: Learning Concert Music (Divisi, Pitch, Rhythm, Text) Unit 3: Applying Connections, Expression, and Meaning to the Music Unit 4: History and Evolution of Vocal and Choral Music Unit 5: Refining and Critiquing Performances Unit 6: Careers in Music</p> |

Writing Assignments (REQUIRED):

Give examples of the writing assignments and the use of critical analysis within the writing assignments.

Concert Reflection

- Students must write a paper using academic musical language in order to self-assess and assess the ensemble as a whole after a concert, noting things that went well and things that can be improved on for future performances

Performance Critiques

- Students must use academic musical language in order to write and articulate a critique for a choral performance, analyzing tone, dynamics, blend, expression, and other elements of vocal music

INSTRUCTIONAL MATERIALS (REQUIRED)**Textbook #1 N/A**

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Textbook #2 N/A

Title:

Edition:

Author:

ISBN:

Publisher:

Publication Date:

Usage:

- Primary Text
- Read in entirety or near

Supplemental Instructional Materials *Please include online, and open source resources if any.***Sheet Music:**

- \$2-4 per copy of sheet music
- Approximately 4-5 pieces of sheet music per concert (8-10 per school year)
- Class set: 35-40 copies

Total: Approximately \$1,000 for sheet music per school year (Maximum of 1,600 for sheet music per school year)

Estimated costs for classroom materials and supplies (REQUIRED). *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

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| Cost for class set of textbooks: \$ 0 | <u>Description of Additional Costs</u> - \$100-120 per new item of performance attire (approximately 20-30) = average of \$2,750 - \$15-20 per choir music folder (approximately 20-30) = average of \$225 |
| Additional costs: \$2,975 (approximate) | |
| Total cost per class set of instructional materials: | \$ 3,975 (approximate) |

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| Key Assignments (REQUIRED): |
| Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete |
| <p>Music Theory Quizzes</p> <ul style="list-style-type: none"> - Grand staff - Note name (pitch) recognition - Musical notation recognition <p>Sight-Reading Quizzes</p> <ul style="list-style-type: none"> - Solfege (sight-singing) - Rhythm <p>Hearings</p> <p>Concert Performance</p> <p>Performance Reflections</p> <ul style="list-style-type: none"> - Essay written after a concert describing the performance and both personal and ensemble critique |
| Instructional Methods and/or Strategies (REQUIRED): |
| Please list specific instructional methods that will be use. |
| <ul style="list-style-type: none"> ● Direct Interactive Instruction ● Collaborative Learning ● Socratic seminars ● Independent Practice ● Small Group ● Whole Group ● Performance and Critique ● Differentiation ● Problem Solving |
| Assessment Methods and/or Tools (REQUIRED): |
| Please list different methods of assessments that will be used. |
| Informal Assessment: |
| <ul style="list-style-type: none"> - Daily rehearsals |

- Performances

Formal Assessment:

- Written theory quizzes
- Sight-reading quizzes for solfege and rhythm
- Hearings (individual singing tests on concert material)
- Performance reflection

COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

| Day(s) | Objective | Standard(s) | Chapter(s) | Reference |
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| <u>Semester 1</u> Grading Period 1 Week #1-6 | Unit 1: Establish Musical Literacy, Vocal Technique, and Choir Expectations Students will learn classroom procedures and expectations/consequences of being a member of the choral program. They will learn, practice, and be assessed on basic music literacy skills, such as reading note names, identifying elements of the grand staff, and recognizing rhythmic and musical notations. Students will also begin singing every day, learning proper vocal technique and elements of singing in an ensemble. | Anchor Standard: 1, 3.2 | | |
| <u>Semester 1</u> Grading Period 2 Week #7-12 | Unit 2: Learning Concert Music (Divisi, Pitch, Rhythm, Text) Students will begin learning their Winter concert music (3 pieces for just their ensemble, plus 1 or 2 pieces for the whole choral program), focusing on divisi, pitch, rhythm and text of each section and the ensemble as a whole. | Anchor Standard: 1, 3.2, 4.2 | | |
| <u>Semester 1</u> Grading Period 3 Week #13-18 | Unit 3: Applying Connections, Expression, and Meaning to the Music Students will apply cultural/historical/personal connections to the music in order to add expression and meaning to their performance at the end of the semester. | Anchor Standard: 1, 2, 3.1, 3.2, 4.1, 4.2, 4.3, 5, 6, 7.1, 10, 11 | | |
| <u>Semester 2</u> Grading Period 1 Week #1-6 | Unit 4: History and Evolution of Vocal and Choral Music Students will learn about and research the history of vocal and choral music in order to get a better understanding of the artform and the pieces they perform. | Anchor Standard: 4.2, 4.3, 7.1, 7.2, 8, 9, 10 | | |
| <u>Semester 2</u> | Unit 5: Refining and Critiquing Performances | Anchor | | |

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| Grading Period 2 Week #7-12 | Students will learn their Spring semester music (3 pieces for just their ensemble, plus 1 or 2 pieces for the whole choral program), applying the musical literacy skills they learned in the last semester. Students will refine their performance by self-assessing and incorporating musical expression. Students will also self-critique and critique their ensemble as a whole using academic musical language in preparation for the concert and/or any competitions or festivals the group may be attending. | Standard: 3.1, 3.2, 4.1, 4.2, 4.3, 5, 6, 7.1, 7.2, 8, 9, 10 | | |
| Semester 2 Grading Period 3 Week #13-18 | Unit 6: Careers in Music Students will brainstorm and research different career paths in music and understand the education/post-secondary paths people must take in order to obtain those careers. | Anchor Standard: 10, 11 | | |

C. HONORS COURSES ONLY

Indicate how much this honors course is different from the standard course.

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D. BACKGROUND INFORMATION

Context for course (optional)

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History of Course Development (optional)

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