
Chorus Chamber Intermediate

Curriculum Guide

Scranton School District

Scranton, PA



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Chorus Chamber Intermediate

Prerequisite : Beginning Chorus as well as experience in elementary and intermediate school music is desirable. Audition and/or music teacher recommendation preferred.

Course Description:

Students build upon the skills developed in Beginning Chorus including singing in three part harmony as well as an introduction to four part music. Students expand their skills in reading, notating and composing music. Students continue to develop proper breath control and vocal production techniques. Through the collaborative environment of the choral setting, students develop an understanding of teamwork and leadership skills. Students will be afforded the opportunity to participate in local, district and community events.

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Year-at-a-glance

Subject: Chorus Chamber Intermediate	Grade Level 9-12	Date Completed:
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1st Quarter

Topic	Resources	CCSS
Reinforce proper posture, breathing, physical and vocal warm ups	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Students will sing diatonic intervals (unison, major 2nd, major 3rd, perfect 4th, perfect 5th, major 6th, major 7th, perfect octave	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Review Identifying and understanding basic rhythms in 2/4, ¾, 4/4 and 6/8 meter including Whole, Dotted Half, Half, Quarter and Eighth notes	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Begin overview and work on Winter Concert repertoire	Winter Concert Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C
Prepare students interested in participating in the Pennsylvania Music Educators District Chorus audition	PMEA District Chorus audition repertoire, Piano, recordings	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.G, 9.1.12.I

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2nd Quarter

Topic	Resources	CCSS
Students continue to develop mastery of vocal warm ups and are introduced to advanced warm ups further extending their ranges	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Students are introduced to the grand staff. Students identify notes on the Bass Clef.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students will consistently use proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants).	Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.C
Students are introduced to compound meters (6/8, 9/8, 12/8, 6/4) as well as less common meters (5/4, 7/4)	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students expand their music vocabulary including terms for tempo, dynamics and articulation.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Continue and extend mastery of Winter Concert repertoire	Winter Concert Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C
Discuss proper concert etiquette as both performer and audience	Teacher led discussion	9.1.12.C, 9.4.12.C
Students Analyze, Evaluate and Critique performances	Winter Concert Repertoire, Piano, Recordings	9.1.12.C, 9.1.12.F, 9.1.12.G, 9.3.12.A, 9.3.12.C, 9.3.12.G, 9.4.12.C

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3rd Quarter

Topic	Resources	CCSS
Students continue with advanced warm ups to extend range, vocal flexibility and breath control	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Students are introduced to the tenor clef, moveable clefs and the rationale for their use.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students begin sight singing exercises.	Handouts, piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Sixteenth Notes and Rests continued as well as Thirty-second and sixty-fourth notes and rests	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Dotted rhythms are reinforced. Rhythmic structure based in factors of 2 are discussed	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students review advanced tempo, dynamics, and articulation vocabulary	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Begin overview and work on Spring Concert repertoire	Spring Concert Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C

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4th Quarter

Topic	Resources	CCSS
Students continue to develop mastery of vocal warm ups and are introduced to advanced warm ups to extend range and breath control	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Continue and extend mastery of Spring Concert repertoire	Spring Concert Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C
Students identify basic Key Signatures and Time Signatures	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students continue sight singing. Students are able to read 8 measures of stepwise diatonic melodies with simple rhythms.	Handouts, piano, octavos	9.1.12.A, 9.1.12.B, 9.1.12.C
Students identify major and minor tonalities as well as identify natural, harmonic and melodic scales	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.3.12.A
Students Analyze, Evaluate and Critique performances	Spring Concert Repertoire, Piano, Recordings	9.1.12.C, 9.1.12.F, 9.1.12.G, 9.3.12.A, 9.3.12.C, 9.3.12.G, 9.4.12.C

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General Topic	Academic Standard(s)	Essential Knowledge, Skills & Vocabulary	Resources & Activities	Assessments	Suggested Time
Reinforce proper posture, breathing, physical and vocal warm ups. Introduce advanced concepts such as head voice, heavy/light mechanism, hard/soft palette.	9.1.12.A, 9.1.12.B, 9.1.12.C	Intercostal muscles, diaphragm, vocal folds, inhale, glissando <u>WITHOUT PROPER INSTRUCTION, ASSESSING THESE VOICE PARTS WITH IMPROPER TECHNIQUE COULD CAUSE PERMANENT PHYSICAL DAMAGE IT IS IMPERATIVE THAT STUDENTS LEARN PROPER TECHNIQUE FROM A KNOWLEDGEABLE AND QUALIFIED INSTRUCTOR.</u>	Piano, white board or similar, warm up book or individual hand outs	Teacher observation and direction	Up to 10 minutes daily throughout year
Review staff, system, measure, treble clef, bass clef and grand staff.	9.1.12.A, 9.1.12.B, 9.1.12.C	Read and understand a musical notation system. Develop ability to vocally produce what the composer has intended.	Mnemonics such as “Every Good Boy Does Fine & F-A-C-E” Websites such as www.MusicTheory.net , Handouts and choral Octavos	Quizzes, Tests, Teacher observations	1 to 2 weeks for initial review and then throughout the year.
PMEA district chorus audition music introduced.	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C	Ability to sing with a free and clear tone and with accurate intonation. Ability to sing with proper diction and to blend with other singers.	Octavos, recordings, demonstrations	Teacher guided Self-assessment, individual singing, question and answer.	3 weeks

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Review basic rhythms in 4/4 meter including Whole, Dotted Half, Half, Quarter and Eighth notes. Introduce compound meters.	9.1.12.A, 9.1.12.B, 9.1.12.C	Understand staff, measure and notation prior to introduction to note duration. Whole, Half, Quarter, Eighth as well as Time Signature elements.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board, www.MusicTheory.net	Quizzes, Tests, Teacher led discussions and observations	1 to 2 weeks for initial introduction and throughout the year.
Begin overview and work on Winter Concert repertoire	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C	Using previously discussed skills, begin to read and sing music for the concert. Discuss cultural aspects of the music to promote cultural awareness. Learn harmony parts to melodies that they may already know.	Winter Concert Repertoire, Piano, Recordings	Rubrics based singing quizzes, sectional observations, in class performances.	6 weeks
Vocal and Physical warm ups continue.	9.1.12.A, 9.1.12.B, 9.1.12.C	Intercostal muscles, diaphragm, vocal folds, inhale, glissando	New warm-ups scaffold upon previous exercises. 3 part warm-ups, chordal warm-ups, etc...	Teacher observation and direction, individual singing	5 minutes daily throughout year
Students continue development of grand staff note identification	9.1.12.A, 9.1.12.B, 9.1.12.C	Students continue exploration of notation including ledger lines and 8va and 8vb.	Mnemonics such as "All Cows Eat Grass & Good Boys Do Fine Always" Websites such as www.MusicTheory.net , Handouts and choral Octavos	Quizzes, Tests, Teacher observations	1 to 2 weeks for initial introduction and throughout the year.
Equivalent rest notation for Whole, Dotted Half, Half, Quarter and Eighth notes Combining rests and notes into combinations that complete a measure in designated time signatures	9.1.12.A, 9.1.12.B, 9.1.12.C	Building on knowledge of note values, students will learn the equivalent rest values, learning and appreciating the use of silence in music, as well as tone color changes experienced when different sections sing or drop out.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher evaluation, Worksheets	1 to 2 weeks, and throughout the year.

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Students expand tempo, dynamics and articulation vocabulary	9.1.12.A, 9.1.12.B, 9.1.12.C	Skills learned in identifying vocabulary are expanded to include intermediate level abbreviations, symbols, etc... (e.g. accelerando accidental adagio allegro alto anatomy andante articulate assessment aural bar line baritone bass beat blend canon chest voice choreography coda collaborative copyright crescendo criteria critique da capo dal segno descant diaphragm diatonic)	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board, www.MusicTheory.net Students create simple changes to melodic lines to achieve desired dynamic/articulation results	Teacher and student led discussion. Student class performances	1 to 2 weeks and throughout.
Continue and extend mastery of Winter Concert repertoire	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C	The student will sing music literature from memory and from score. The student will sing an assigned vocal part in harmony in an ensemble. The student will blend with other singers on the same vocal part and across sections, using accurate intonation	Students work in individual and combined sections and ultimately as a chorus.	Rubrics based singing quizzes, sectional observations, in class performances.	4-5 weeks
Discuss proper concert etiquette as both performer and audience	9.1.12.C, 9.4.12.C	What the teacher/conductor expects from the students during the performance regarding stage presence and behavior; what the teacher/conductor and students/performers expect from the audience regarding behavior while music is being performed, response when they finish singing a piece of music, and use of electronic equipment (cameras, cell phones, video recorders) during	Teacher led discussion. Student observation of concert etiquette videos. Student observations from life experiences in the concert hall.	Teacher observation. Student evaluation when watching recording of concert. Concert participation and reflection	2 days

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		performance. What electronics are appropriate and at what point during the performance.			
Winter Concert	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C	The student will respond to basic conducting patterns and interpretive gestures. The student will demonstrate expressive phrasing. The student will cooperate and collaborate as a singer during a rehearsal	Winter Concert Repertoire, Piano, Recordings. Combined rehearsals.	Student self-assessment, either written (e.g., checklists), verbal (to teacher or other students), or recorded (audio, video)	3 rehearsal days and one performance day.
Students Analyze, Evaluate and Critique performances	9.1.12.C, 9.1.12.F, 9.1.12.G, 9.3.12.A, 9.3.12.C, 9.3.12.G, 9.4.12.C	Teacher led discussion. The student will propose a definition of music and support that definition. The student will examine accepted criteria used for evaluating works of music. Students learn how to analyze a performance and discuss what was good or bad, and how they can strive to improve their next performance. Students are encouraged to discuss what specifically went well and why, and what could be improved upon and how to improve, rather than simply say "it was good" or "it was bad".	Winter Concert Repertoire, Piano, Recordings	Teacher led discussion.	2 days
Students can identify and write music notation on the grand staff using staves and ledger lines.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students learn how to expand a staff using ledger lines, and how to read and interpret the musical language.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment, vocal responses, and written	1 week with reinforcement for the remainder of the year.

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				assignments and exams	
Students are introduced to intermediate rhythmic structures, compound time signatures	9.1.12.A, 9.1.12.B, 9.1.12.C	Students learn more complicated rhythmic patterns, and notation, furthering their knowledge and ability to interpret the musical language.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment, vocal responses, and written assignments and exams, hand clapping or other physical responses.	1 week with reinforcement for the remainder of the year.
Begin overview and work on Spring Concert repertoire	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A, 9.3.12.D, 9.4.12.C	The student will respond to basic conducting patterns and interpretive gestures. The student will demonstrate expressive phrasing. The student will cooperate and collaborate as a singer during a rehearsal The student will interpret dynamic markings (pp, p, mp, mf, f, ff, crescendo, decrescendo)	Spring Concert Repertoire, Piano, Recordings	Rubrics based singing quizzes, sectional observations, in class performances.	4 weeks.
Students continue to develop mastery of vocal warm ups	9.1.12.A, 9.1.12.B, 9.1.12.C	Students improve upon skills that have been learned throughout the year. Students learn more advanced warm ups which will expand their vocal flexibilities.	Piano, a cappella	Teacher assessment	5 minutes per class for the rest of the year.
Continue and extend mastery of Spring Concert repertoire	9.1.12.A, 9.1.12.B, 9.1.12.D, 9.1.12.C, 9.1.12.G, 9.2.12.D, 9.3.12.A,	The student will sing music literature from memory and from score. The student will sing an assigned vocal part in harmony within an assigned ensemble.	Spring Concert Repertoire, Piano, Recordings	Students work in individual and combined sections and ultimately as a chorus.	4 to 5 weeks.

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	9.3.12.D, 9.4.12.C	The student will blend with other singers on the same vocal part and across sections, using accurate intonation			
Students can identify advanced Key Signatures and Time Signatures. Students introduced to circle of fifths concept.	9.1.12.A, 9.1.12.B, 9.1.12.C	The student will identify, read, and perform music in simple and complex time signatures and meters	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment, vocal responses, and written assignments and exams, hand clapping or other physical responses.	2 weeks with reinforcement for the remainder of the year.
Students identify major and minor tonalities, students demonstrate knowledge of and construction of major, minor, augmented, diminished, perfect and tritone intervals	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.3.12.A	Students have a prerequisite in identifying general intervals (2nd's, 3rd's, 4th's, etc...)	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment, vocal responses, and written assignments and exams	3 weeks with reinforcement for the remainder of the year.
Students Analyze, Evaluate and Critique performances	9.1.12.C, 9.1.12.F, 9.1.12.G, 9.3.12.A, 9.3.12.C, 9.3.12.G, 9.4.12.C	Teacher led discussion. The student will propose a definition of music and support that definition. The student will examine accepted criteria used for evaluating works of music. Students learn how to analyze a performance and discuss what elements surpassed expectation and what elements need improvement. Students are encouraged to discuss with specificity what went well and why,	Spring Concert Repertoire, Piano, Recordings	Teacher led discussion. Student self-assessments, rubrics	4 days.

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		and what could be improved upon and how to improve. For this concert, they will be able to draw upon new vocabulary terms learned during the 3rd and 4rth quarters.			
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