
Chorus Show Advanced

Curriculum Guide

Scranton School District

Scranton, PA



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Chorus Show Advanced

Prerequisite : Advanced Chorus members must either successfully audition for the ensemble or be recommended by the director for admission.

Course Description: The Advanced Chorus members represent the school district at various school and public events, including but not limited to, Winter and Spring Concerts, appearances on local media stations, and various other events as they arise throughout the year. Students build upon the skills developed in Intermediate Chorus including singing in three part harmony as well as an introduction to four part music. Students extend their performance abilities and creativity.

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 continue their development 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 Show Advanced	Grade Level 9-12	Date Completed:
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1st Quarter

Topic	Resources	CCSS
Daily warm ups and daily routines build upon vocal production abilities developed in intermediate chorus. Vocal warm ups include range extension exercises.	Piano, dry erase board, music	9.1.12.A, 9.1.12.C
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. Students will explore natural, harmonic and melodic minor scales and intervals.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Identify and understand basic rhythms in simple and complex meters including Whole, Dotted Half, Half, Quarter and Eighth notes. Students will explore compound meters and mixed meters.	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 PMEA 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 to extend upper and lower ranges. Discussion of head voice, falsetto, light sound, heavy sound.	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Students extend knowledge of the grand staff including ledger lines above and below the staff. Standard intervals and altered intervals are explored.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board, Music theory websites (e.g. www.musictheory.com)	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). Students are drilled in articulation precision.	Repertoire, Piano, Recordings	9.1.12.A, 9.1.12.B, 9.1.12.C
Students continue to 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 throughout their course participation.	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
Students are introduced to conducting techniques including vocabulary (down beat, up beat, ictus, pattern, etc...) and physical movements (beat pattern, dynamic illustrations, tempo and character).	Repertoire, Piano, Recordings, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C

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3rd Quarter

Students continue to develop mastery of vocal warm ups and are introduced to advanced warm ups to extend upper and lower ranges. Discussion of head voice, falsetto, light sound, heavy sound.	Piano	9.1.12.A, 9.1.12.B, 9.1.12.C
Students begin exploration of basic harmony including I, ii, iii, IV, V, vi, vii chords and their voicings including 1, 6/3, 6/4.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students continue rhythmic studies including triplets, duplets, quintuplets, etc... Odd meters such as 5/4, 7/4 are explored.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Spring repertoire is introduced. Approaches to score study are introduced including background research on composers, lyricists and contemporary events that influence the former. Musical analysis and dynamic structure and the overall arch of the musical texture is dissected and explored.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.2.12.A, 9.2.12.B, 9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.I
Students continue study of advanced musical terms and notations pertaining to tempo, dynamics, articulation and texture.	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

Multivoice warm-ups are emphasized. Students are instructed to use relative pitch to sing a desired chord structure. Approaches to strengthening upper and lower ranges are reinforced as well as blending and articulation.	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
Introduction to modes: Ionian, Dorian, Phrygian, Mixolydian, Lydian, Aeolian, Lochrian.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C
Students explore historical time periods in music development including Medieval, Renaissance, Baroque, Classical and Modern.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.2.12.B, 9.2.12.C, 9.2.12.E, 9.3.12.A, 9.3.12.C, 9.3.12.F
Students Analyze, Evaluate and Critique performances	Spring Concert Repertoire, Piano, Recordings	9.1.12.C, 9.1.12.F, 9.1.12.G, 9.2.12.B, 9.2.12.C, 9.2.12.E, 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	9.1.12.A, 9.1.12.C,	Students will learn the importance of stretching before singing and doing daily vocal warm ups. they will learn a daily routine that will be performed at the beginning of every class so they do not strain their vocal cords.	Piano, dry erase board, music Students will begin by learning stretches that will help to loosen up their muscles so they can take in air more efficiently and properly push air out to support their vocal tone. Vocal warm ups will help to relax their vocal cords so that they can sing the highest and lowest parts of their range with good vocal technique to avoid vocal strain that could cause permanent physical damage.	Teacher assessment	30 minutes on the first day, 10 minutes per day for the duration of the course
Students will sing diatonic intervals (unison, major 2nd, major 3rd, perfect 4th, perfect 5th, major 6th, major 7th, perfect octave.)	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will learn to hear and vocally reproduce major and perfect intervals. They will learn to aurally identify intervals and vocally reproduce them without the assistance of a piano.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment	5 minutes per day for the duration of the course

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Students will explore natural, harmonic and melodic minor scales and intervals.		Students will be introduced to all forms of minor scales and intervals.			
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	Students will learn any important history about the music for the Winter Concert. They will begin learning individual vocal parts	Winter Concert Repertoire, Piano, Recordings	Teacher assessment	30-35 minutes per day until concert
Prepare students interested in participating in the Pennsylvania Music Educator's District Chorus audition	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.1.12.G, 9.1.12.I		PMEA District Chorus audition repertoire, Piano, recordings		Before/After school and at home study.
Students continue to develop mastery of vocal warm ups and are introduced to advanced warm ups to extend upper and lower ranges. Discussion of head voice, falsetto, light sound, heavy sound.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students review and continue to improve upon proper posture, breathing, physical and vocal warm ups. Students learn new warm ups and learn techniques to extend their vocal range, as well as properly use the different ranges of their voice. <u>WITHOUT PROPER INSTRUCTION, ACCESSING 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	Teacher assessment	20 minutes for the first few days, 10 minutes per day for the duration of the course. Occasionally slightly longer to reinforce concepts and make sure that students are using proper technique to avoid vocal cord damage.

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Students extend knowledge of the grand staff including ledger lines above and below the staff. Standard intervals and altered intervals are explored.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will build upon previously learned knowledge of the grand staff. They will learn about ledger lines, used to extend the staff, and how to read them. They will also build upon knowledge of intervals. They will be able to identify intervals aurally and visually, and vocally reproduce them.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board, Music theory websites (e.g. www.musictheory.com)	Teacher assessment	40 minutes per week
Students will consistently use proper diction (i.e., pure vowel sounds, diphthongs, voiced and unvoiced consonants). Students are drilled in articulation precision.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will learn the importance of correct pronunciation and articulation when performing with a group on stage, as well as individual performance. They will learn how to produce proper vocal sounds and to follow a conductor to end words together.	Repertoire, Piano, Recordings	Teacher assessment, student assessment of group work.	This will be reinforced throughout the year, during every rehearsal oriented class. These skills are not only important for chorus, but for anyone who will ever need to do any public speaking.
Students continue to extend their music vocabulary including terms for tempo, dynamics and articulation.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will build upon previously learned vocabulary and learn more advanced terms. They will learn their meaning and how to follow the composer/editor's directions.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment	10 minutes per day as terms are introduced in the music

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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	Students will continue to prepare for the Winter Concert. They will use knowledge of newly learned terms, diction, intervals, extended vocal range, and ability to follow the conductor to prepare music for the concert.	Winter Concert Repertoire, Piano, Recordings	Teacher assessment	46 minutes per day until the concert
Discuss proper concert etiquette as both performer and audience	9.1.12.C, 9.4.12.C	Students will learn how they are expected to look and act on stage, based on centuries of tradition of vocal music performance. They will also learn what is expected from the audience. They will learn what is considered proper behavior that is respectful to other audience members as well as the performers, and what is considered gauche. They will also learn the word "gauche".	Teacher led discussion	Teacher assessment of the performers, student and teacher assessment of the audience	30 minutes, with continuous reinforcement.
Students Analyze, Evaluate and Critique performances throughout their course participation.	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	Students will listen and self evaluate, as well as evaluate the entire ensemble, using the knowledge that they have learned throughout the year. They will draw upon newly learned skills such as knowledge of diction, etiquette, music vocabulary, intervals, etc. They will listen during rehearsal, and watch a video of the concert to	Winter Concert Repertoire, Piano, Recordings	Collaborative effort of student and teacher assessment	Daily active listening throughout the class is required. 46 minutes per day.

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		evaluate the overall performance, as well as their individual performance.			
Students are introduced to conducting techniques including vocabulary (down beat, up beat, ictus, pattern, etc...) and physical movements (beat pattern, dynamic illustrations, tempo and character).	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will learn the role of the conductor in front of the ensemble, what their motions mean and how the students should respond to the conductor's actions. They will learn the history of the conductor and how to follow the conductor.	Repertoire, Piano, Recordings, Electronic Board/Chalk Board/White Board	Teacher assessment, and student assessment based on student's ability to analyze, evaluate, and critique performances.	30 minutes on the first day, and continuous throughout the course.
Students continue to develop mastery of vocal warm ups and are introduced to advanced warm ups to extend upper and lower ranges. Discussion of head voice, falsetto, light sound, heavy sound.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will build upon previous knowledge of vocal warmups. Students will learn the terms head voice, falsetto, light sound, and heavy sound. They will also increase their vocal flexibility and ability to use solfege syllables.	Students will further develop aural skills and increase their vocal range. They will also increase their dynamic range and ability to change vocal timbre at appropriate musical moments.	Teacher assessment, student assessment	10 minutes per day for the duration of the course
Students begin exploration of basic harmony including I, ii, iii, IV, V, vi, vii chords and their voicings including 1, 6/3, 6/4.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will learn how music works. How to build harmony using appropriate chord structures and voice leading.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	teacher assessment, written assignments, tests.	2 weeks with reinforcement thereafter
Students continue rhythmic studies including triplets, duplets, quintuplets, etc...	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will expand their rhythmic vocabulary, and learn how to deal with difficult times.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board	Teacher assessment, written assignments, written and	2 weeks with reinforcement thereafter

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Uncommon meters such as 5/4, 7/4 continue to be explored.			Students will expand upon knowledge of meter and learn how to count and perform more difficult meters.	performance tests	
Spring repertoire is introduced. Approaches to score study is introduced including background research on composers, lyricists and contemporary events that influence the former. Musical analysis and dynamic structure and the overall arch of the musical texture is dissected and explored.	9.2.12.A, 9.2.12.B, 9.2.12.C, 9.2.12.D, 9.2.12.E, 9.2.12.I	Students research the composer, the time period, and any significant historical events that relate to the music or composer. Students will learn how to analyze the music in a more in depth manner, leading to a more mature and musically developed performance.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board Using the internet, or the library, students will do historical research to help them understand the meaning of the music, the life of the composer, and be better able to understand the meaning of the music. Developing a greater understanding of the structure of the music through	Teacher assessments, written assignments, written and vocal tests, class or individual projects.	1 week with additional time for student research.

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			teacher led discussion, along with this research, will help the students to better relate to the music and lead to a more mature performance.		
Students continue study of advanced musical terms and notations pertaining to tempo, dynamics, articulation and texture.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students continue to practice and learn new vocabulary. They will learn terms relating to new tempo, articulation, dynamics, texture, and musical notations.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board Continuing the study the spring concert music, students will learn new vocabulary.	Teacher assessment, written assignments, class participation.	Throughout the quarter
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	As the concert approaches, students will use knowledge acquired throughout the year to continue to work towards the upcoming performance.	Spring Concert Repertoire, Piano, Recordings Daily practice and continued study and discussion of the music and new terms and concepts discussed throughout the year will be used to	Teacher assessment, individual participation, concert.	4 weeks.

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			prepare for the concert.		
Students continue to develop mastery of vocal warm ups. Choral warm-ups are emphasized with particular focus on singing new chordal patterns using relative pitch.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will build upon previous knowledge of vocal warmups. Students will use relative pitch to find a new pitch to sing.	Students will further develop aural skills and increase their vocal range. They will also increase their dynamic range and ability to change vocal timbre at appropriate musical moments.	Teacher assessment, student assessment	10 minutes per day for the duration of the course
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, 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 within an assigned ensemble. The student will blend with other singers on the same vocal part and across sections, using	Spring Concert Repertoire, Piano, Recordings	Students work in individual and combined sections and ultimately as a chorus.	4 to 5 weeks.
Introduction to modes: Ionian, Dorian, Phrygian, Mixolydian, Lydian, Aeolian, Lochrian.	9.1.12.A, 9.1.12.B, 9.1.12.C	Students will learn new vocabulary relating to scales. They will learn 7 new scales that are used in various styles of music. Some modes are used simply for tonal effect and mood of the	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board Students will be introduced to	Teacher assessment, written assignments, aural and written quizzes.	2 weeks

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		music, and sometimes they are used in specific cultures to achieve characteristic sounds.	modes, the cultural, historical, and emotional uses of modes will be discussed and demonstrated. Students will learn how modes are built, what they sound like, and what other uses they have. They will learn to hear the tonal differences between major, minor, and modal music.		
Students explore historical time periods in music development including Medieval, Renaissance, Baroque, Classical and Modern.	9.1.12.A, 9.1.12.B, 9.1.12.C, 9.2.12.B, 9.2.12.C, 9.2.12.E, 9.3.12.A, 9.3.12.C, 9.3.12.F	Students will explore music history and compare art and social timelines with those of music. Characteristics of the differing periods will be contrasted and analysed.	Worksheets, Piano, Octavos, Electronic Board/Chalk Board/White Board, Online resources	Teacher assessment, written assignments, aural and written quizzes.	3 weeks
Students Analyze, Evaluate and Critique performances throughout their course participation.	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	Students will listen and self evaluate, as well as evaluate the entire ensemble, using the knowledge that they have learned throughout the year. They will draw upon newly learned skills such as knowledge of diction, etiquette, music vocabulary,	Winter Concert Repertoire, Piano, Recordings	Collaborative effort of student and teacher assessment	Daily active listening throughout the class is required. 46 minutes per day.

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		intervals, etc. They will listen during rehearsal, and watch a video of the concert to evaluate the overall performance, as well as their individual performance.			
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