



Wethersfield Public Schools

WHS Curriculum: Concert Choir

Grade(s)	9-12 Tenor/Bass, 10-12 Soprano and Altos		
Unit Title and Purpose	Unit 1: Music Literacy Students engage in a variety of activities that will build upon basic knowledge of standard music notation including note duration and pitch, rhythm, scales and key signatures. With this knowledge, students demonstrate an advanced ability to sing music examples at sight, which increase in difficulty as the course progresses.		
Timeframe	Ongoing		
Vision of the Graduate			
Problem Solver: Students apply problem-solving strategies as they create, interpret, and analyze rhythms and music. Students problem-solve by engaging in progressively more difficult sight singing practice.			
Unit Priority Standards			
MU:Pr4B.E.IIa. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.			
Unit Supporting Standards			
MU:Pr5A.E.IIa. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.			
Essential Questions			
How is music represented in written form? How is tonality represented in written form? How is music transferred from written form to performance? How does specific music terminology assist in comprehension of music theory?			
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts	
1. Progress from basic stepwise examples to those with skips and interval jumps in at least two voice parts		1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound. 2. Music tonality is created through combination of whole & half steps which create scale patterns (i.e., major & minor) and can be represented by key signature. 3. Understand the standard music symbols used to represent rhythm. 4. Understand the standard music symbols used to represent pitch and its utilization on specific clefs. 5. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.	
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources	



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Write in note names and rhythms for pieces that we are performing in upcoming concerts.

Create basic sight reading melody that is accessible to the ensemble's current music literacy level.

Engage in progressively more difficult sight singing practice.

Analyze a performance using appropriate music literacy terms.

- Sight Reading Factory
- Music Theory.Net
- Alfred Music Theory Book
- Sight Reading Made Simple
- Music Department Curriculum MAP



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Unit Title and Purpose	Unit 2: Technique Through choral rehearsals the student will engage in a variety of activities that will teach them to perform utilizing appropriate music technique skills. The student will transfer this understanding to their performances through correct posture, tone, articulation and note accuracy.	
Timeframe	Ongoing	
Vision of the Graduate		
Problem Solver: Students practice diaphragmatic breathing for better breath control and support, and explore exercises that focus on sustaining phrases with consistent breath flow.		
Unit Priority Standards		
MU.Pr6A.E.IIa. Demonstrate mastery of technical demands and an understanding of expressive qualities of the music in prepared and improvised performance of a varied repertoire representing diverse culture styles, genres, and historical periods MU:Pr6A.E.IIb. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		
Unit Supporting Standards		
MU:Pr6A.H.8. Explain the influence of experiences and context (personal, social, or cultural) on interest in and the evaluation of a varied repertoire of music. MU:Cn10A.H.8. Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.		
Essential Questions		
What constitutes proficient vocal/choral performance technique?		
What constitutes an aesthetically effective choral performance?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts
1. Apply supportive low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique. 2. Incorporate and demonstrate mastery of the key elements of fundamental performance technique, and all elements of musical effect, which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performance.		1. Understand how to use supportive low breath, healthy body alignment/posture, proper vocal placement, and vowel modification to perform with acceptable vocal/choral performance technique. 2. An aesthetically pleasing choral performance will effectively display ensemble cohesion through choral elements such as, balance and blend, rhythm and note accuracy, clear diction, correct intonation and appropriate stage presence.
Student Learning Tasks & Resources		Suggested Teacher Materials & Resources



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Students practice diaphragmatic breathing for better breath control and support, and explore exercises that focus on sustaining phrases with consistent breath flow.

Students practice consistent vowel formation to achieve uniformity within the choir, and practice maintaining clear vowel sounds across different registers.

Students practice vocal hygiene practices to maintain a healthy voice, including hydration, proper rest, and avoiding vocal strain.

- CMEA Regional Rubrics
- Music Department Curriculum Map



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Unit Title and Purpose	Unit 3: Performance Students engage in a variety of activities that will teach them to understand and apply advanced musical expression in regards to choral literature. With this knowledge, students demonstrate the difference between quality and non quality performances through active listening and performing.	
Timeframe	Ongoing	
Vision of the Graduate		
Communicator: Students execute stage blocking, choreography, or movement as required for specific performances. They coordinate movements with other choir members to create a visually engaging performance. Collaborator: Students practice appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.		
Unit Priority Standards		
MU:Re7B.E.IIa. Explain how the analysis of structures and contexts inform the response to music. MU:Re8A.E.IIa. Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. MU:Pr4A.E.IIa. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4B.E.IIa. Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. MU:Pr4C.E.IIa. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers’ technical skill to connect with the audience. MU:Pr5A.E.IIa. Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success.		
Unit Supporting Standards		
MU:Cn11A.E.IIa. Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. MU:Re9A.E.IIa. Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context.		
Essential Questions		
How is musical expression best realized in a choral setting? How does specific music terminology assist in the comprehension of vocal and choral music? How does a student determine the difference between a musically effective and a noneffective choral or vocal performance?		
Performance Expectations: Skills		Performance Expectations: Essential Knowledge/Concepts



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1. Apply terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy. 2. Demonstrate appropriate stylistic interpretation for a variety of genres and historical periods. 3. Develop musically expressive skills. 4. Discern, describe and identify musically effective performances. 5. Produce musically effective performances through interpretation of articulations, phrasing, and dynamics.	1. Understand terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.
Student Learning Tasks & Resources	Suggested Teacher Materials & Resources
Develop criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. Practice appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. Execute stage blocking, choreography, or movement as required for specific performances. Coordinate movements with other choir members to create a visually engaging performance. Engage in guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting. Practice microphone technique for amplified performances, and practice maintaining proper distance and vocal projection while using microphones. Perform in a minimum of 2 ensemble performances for each calendar school year. (Winter/Spring)	• CMEA Regional Rubrics • ACDA Festival Rubrics • NYSMMA • Music Department Sample Curriculum Map