

HOPATCONG BOROUGH SCHOOLS

CHORUS

GRADES 9-12

SEPTEMBER 1998

**MUSIC
COURSE OF STUDY
GRADES 9-12
CHORUS
1998**

CORE CURRICULUM CONTENT STANDARDS

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.

Descriptive Statement: The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and the visual arts enhances these abilities.

Progress Indicator #1:

Students will communicate their responses to dance, music, theater, and visual arts with supporting statements based on aesthetics.

Activities:

Suggested activities may include, but are not limited to the following:
Students will develop an awareness of the aesthetic blend, balance, style, phrasing, and musicality of the individual voice in its relation to the entire group. They will be exposed to various examples of vocal music, including their own daily in-class rehearsal, periodic performances, aural and video recordings, and outside performances of other groups when possible.

Workplace Readiness:

1.3, 2.6, 3.2, 3.3

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.2, 1.3, 1.4

Suggested Resources:

Printed, recorded music; videos; outside performances

Progress Indicator #2:

Students will understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.

Activities:

Suggested activities may include, but are not limited to the following:

Students will isolate each appropriate element in a piece of music being rehearsed, and perform the piece appropriately with each element in mind.

Workplace Readiness:

3.12

Thinking Skills:

Recall, application, analysis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.2,1.3

Resources:

Printed music, aural examples

Progress Indicator #3:

Students will communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

Progress Indicator #4:

Students will demonstrate an understanding of different aesthetic philosophies through the evaluation and analysis of artistic styles, trends, and movements in an art form.

1.2 All students will refine perceptual, physical and technical skills through creating dance, music, theater and/or visual arts.

Descriptive Statement: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

Progress Indicator #1:

Students will demonstrate performance and participation skills by working and creating individually and with others.

Activities:

Suggested activities may include, but are not limited to, the following:
Students will respond to conductor's gestures, be in attendance at specified performances, develop understanding of appropriate audience behavior, demonstrate understanding of the following attitudes as they influence the group:

- a. commitment to excellence
- b. self-discipline
- c. pride in accomplishment
- d. acceptance of responsibility
- e. loyalty to group
- f. effort to expand skills, knowledge and personal growth through achievement

Workplace Readiness:

1.1, 1.2, 3.8, 3.10, 3.11, 3.13, 4.1, 4.2, 4.3, 4.4, 4.5, 4.6, 4.7, 4.9, 4.11

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1, 1.3

Progress Indicator #2:

Students will demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level.

Activities:

Suggested activities may include, but are not limited to the following:

The students will master the following technical skills as they apply to correct vocal technique:

- a. Correctly position the body, both standing and sitting
- b. sustain a tone without changing the quality using correct diaphragmatic technique and posture
- c. practice correct breathing techniques based on appropriate body positions and diaphragmatic techniques

Workplace Readiness:

1.5, 3.8, 4.2, 4.9, 4.11

Thinking Skills:

Recall, application

Intra and Inter Disciplinary and Standards Links:

1.1, 1.3

Resources:

Demonstration

Progress Indicator #3:

Students will create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

Progress Indicator #4:

Students will demonstrate originality, technical skills, and artistic expression in the creation, production, and performance of dance, music, theater, or visual arts.

Activities:

Suggested activities may include, but are not limited to the following:

Students will perform the pieces which have been rehearsed daily.

Workplace Readiness:

3.2, 3.8, 3.12, 4.11

Thinking Skills:

Recall, application

Thinking Skills:

Recall, application

Inter and Intra Disciplinary and Standards Links:

1.1

1.3 All students will utilize arts elements and arts media to produce artistic products and performances.

Descriptive Statement: In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

Progress Indicator #1:

Students will apply elements and media common to the arts to produce a work of art.

Activities:

Suggested activities may include, but are not limited to the following:

Performances in concert setting

Workplace Readiness:

1.5, 3.2, 3.7, 3.8, 3.12, 4.1, 4.2, 4.3, 4.9

Thinking Skills:

Recall, application, synthesis

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2

Resources:

Daily rehearsal

Progress Indicator #2:

Students will demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

Activities:

Students will be able to follow vocal scores, including the recognition of applicable musical terms and symbols.

Workplace Readiness:

2.7, 3.5, 3.12

Thinking Skills:

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.2, language arts

Resources:

Printed music

Progress Indicator #3:

Students will demonstrate an understanding of technology, methods, materials, and creative processes commonly used in dance, music, theater, or visual arts.

1.4 All students will demonstrate knowledge of the process of critique.

Descriptive Statement: Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

Progress Indicator #1:

Students will explain the criteria by which they evaluate the quality of their work and the work of others.

Activities:

Suggested activities may include, but are not limited to the following:

Students will listen to examples of vocal music and evaluate based on aesthetic and technical criteria.

Workplace Readiness:

3.2, 3.8, 3.12, 4.3, 4.4, 4.5, 4.11

Thinking Skills:

Analysis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2, language arts

Resources:

Live and recorded examples

Progress Indicator #2:

Students will offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

Activities:

Students will listen to examples of their own performance, as well as that of the group and evaluate, based on aesthetic and technical criteria.

Workplace Readiness:

3.2, 3.8, 3.12, 4.3, 4.4, 4.5, 4.11

Thinking Skills:

Analysis, application, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1,1.2, language arts

Resources:

Recorded and live examples of performances

Progress Indicator #3:

Students will evaluate and interpret works of art orally and in writing, using appropriate terminology.

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

Descriptive Statement: The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

Progress Indicator #1:

Students will investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

Activities:

Suggested activities may include, but are not limited to, the following:

Students will rehearse and perform pieces from each musical period and from various world cultures, including pieces in various foreign languages, with stylistic integrity and accuracy.

Workplace Readiness**Thinking Skills:**

Recall, application, analysis

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2, 1.3, foreign language, social studies

Resources:

Printed music

Progress Indicator #2:

Students will investigate and experience the works of artists and community cultural resources through exhibitions and performances.

Activities:

Students will attend outside performances of other performing groups.

Workplace Readiness:

Thinking Skills:

Analysis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.4, social studies

Progress Indicator #3:

Students will apply knowledge of historical, social, and cultural influences to understanding a work of art.

Progress Indicator #4:

Students will use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts.

Progress Indicator #5:

Students will identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.

Activities:

Students will listen to recorded examples of vocal music of significant composers from each musical period and participate in listening activities which relate to specific cultural/social/political subjects or musical ideas. Music from different historical periods will be incorporated into each semester's repertoire.

Workplace Readiness:**Thinking Skills:**

Recall, analysis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1, 1.2, history, social studies

Resources:

Recordings, video, printed music

Progress Indicator #6:

Students will understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.

Progress Indicator #7:

Students will interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

Activities:

Students will study the text of each piece being rehearsed and interpret the meaning independently and in group discussion.

Workplace Readiness:

3.12, 4.2, 4.10

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1, history, language arts

Resources:

Printed music

Progress Indicator #8:

Students will demonstrate knowledge of how artists and artistic works connect with political, social, cultural, and historical events.

Activities:

Students will, through the study of folk music from different musical periods, relate political, social, cultural, and historical events to its composition.

Workplace Readiness:

3.12, 4.2, 4.10

Thinking Skills:

Recall, application, analysis, synthesis, evaluation

Intra and Inter Disciplinary and Standards Links:

1.1, social studies

Resources:

Printed music, reference materials

Progress Indicator #9:

Students will analyze and evaluate how various artists and cultural resources influence student work.

Progress Indicator #10:

Students will create works of art that communicate personal opinions, thoughts, and ideas.

1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

Progress Indicator #1:

Students will identify and state needs and opportunities for design in the contexts of home, school, recreation, and play.

Activities:

Suggested activities may include, but are not limited to, the following:

Workplace Readiness:

Thinking Skills:

Intra and Inter Disciplinary and Standards Links:

Progress Indicator #2:

Students will plan and execute solutions to design problems.

Progress Indicator #3

Students will identify and solve design problems in space, structures, objects, sound, and/or events for home and workplace.

Progress Indicator # 4:

Students will identify, plan, and provide solutions to design problems of space, structures, objects, sound, and/or events in a public or private environment.

