

West Linn–Wilsonville School District

The Arts – Course Statement

Women’s Ensemble/Chorale

Length of Course: Year (may be repeated)
Number of Credits: 2
Grade Level: 9, 10, 11, 12
Prerequisites: None
CIM Work Samples
Offered in Course: Create, present and perform works of art; evaluate one’s own work orally and in writing; apply critical analysis to works of art

Date of Description/Revision: January 2006

Course Overview

The Women’s Ensemble/Chorale provides a challenging performance-based program of vocal music education for young women in grades 9-12. It focuses on developing consistent appropriate vocal tone production through singing treble literature in a variety of musical styles. Music history and theory concepts are presented contextually and systematically with direct application to the music being prepared.

Essential Questions

Concepts providing focus for student learning

- What are the basic techniques used in good singing?
- How do performers approach choral performances in a concert setting?
- How can learning note names, note durations and key signatures, help us become better musicians?
- What are the differences in style between composers of different periods in musical history?
- How can the singer create and communicate the style and musical feeling the composer intended?
- What does a superior choral performance look and sound like?

Proficiency Statements

Upon completion of course, students will be able to:

- Sing a variety of treble literature graded 3-5, meeting OMEA standards for proficiency for intermediate high school choirs
- Demonstrate sight-singing skills applied to level 2-3 literature
- Critically evaluate own and other performances using the OMEA scoring guide
- Understand and articulate how events and conditions in society influence musical art forms and expressions

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General Course Topics/Units & Timeframes	
<p><u>Semesters 1 & 2</u></p> <ul style="list-style-type: none">A. Proper vocal tone production and intonation (year long)B. Aural training: scalar (1st 9 weeks); intervallic 4ths, 5^{ths}, & 6ths (2nd 9 weeks); intervallic major and minor 3rds (3rd 9 weeks); major 2nds and 7ths (4th 9 weeks)C. Music literature expression and interpretation (presented year long within the context of performance preparation)D. Rhythmic notation reading: half, quarter and eighth notes/rests - grouped (1st 9 weeks); whole, 16th notes/rests - grouped (2nd 9 weeks); syncopated eighth notes, mixed 16th/8th rhythmic patterns (3rd 9 weeks); dotted rhythms, tied rhythmsE. Critical listening (year long)F. Self-evaluation of individual and group performances using their own vocabulary (1st 9 weeks)G. Introduction of OMEA vocal scoring guide (2nd 9 weeks)H. Evaluation of other high school/collegiate treble choirs using OMEA scoring guide and terminology (3rd 9 weeks)I. Self-evaluation of individual and group growth using OMEA scoring guide and terminology	
Resources	
<ul style="list-style-type: none">• Text: <i>The High School Sight-Singer Vol. 1</i>, Anna Hamre, Masterworks Press, 1998• Text: <i>Strategies for Teaching Junior High and Middle School Male Singers</i>, Dr. Terry Barham, Santa Barbara Music Publishing• Text: <i>Evoking Sound</i>, James Jordan, GIA Publications, 1996• Text: <i>Choral Pedagogy</i>, Brenda Smith DMA, & Robert Thayer Sataloff, MD,DMA; Singular Publishing, 2000• Music: <i>Approved Choral Literature for Women's Chorus</i>, downloadable resource from ACDA link, http://www.acdaonline.org/R&S/womens/projects.shtml#list• Other: <i>Music Theory for Choirs Vol. 1 & 2</i> (reproducible, interactive lessons), Laurel Larsen, Masterworks Press• Other: <i>Daily Workout for a Beautiful Voice</i> (instructional DVD), Charlotte Adams; Santa Barbara Music Publishing• Other: <i>Auralia 2</i> (comprehensive ear training and aural testing software), available through The Synthesis Midi Workshop, http://www.midiworkshop.com/TheoryEar.html#Auralia	