

High Point Chorale
Curriculum Guide
Course # 860

Level CP-B 5 Credits

Revised July 2009

Grades 9-12

Prerequisite:

Ability to sing somewhat in tune and/or permission of the instructor

Course Description

A full-year course designed to provide an atmosphere for the enjoyment, appreciation and performance of all types of choral music. All students in grades 9-12 who are new to the HP choral program are encouraged to join. The improvement of voice quality, listening skills, ability to read music, ability to sight-sing, and the overall development of musicianship are stressed in conjunction with the learning of each piece of music. Special care is given to the pacing of sight-singing and part-singing in order to foster confidence and lay a strong choral foundation. Students rehearse and prepare their own concert repertoire from a variety of musical periods and styles, in addition to several combined musical selections with the High Point Concert Choir. The Chorale performs at evening concerts and also at graduation and other special events. Attendance at these performances and dress rehearsals is a course requirement. Chorale members receive individualized instruction in sectional lessons in addition to regular chorus rehearsals. Along with their concert repertoire, students sing a wide variety of other songs for their own enjoyment and historical/cultural awareness. The Chorale also performs and is adjudicated at the Sussex County Teen Arts Festival. Students are strongly encouraged and prepared to audition for County and Region Choruses. High Point Regional High School's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, or sexual orientation, gender, religion, disability or socio-economical status.

Course Objective

After the completion of one year of Chorale, all students will have had instruction, practice and performance utilizing all of the elements of study outlined in the course description. The successful completion of all the activities will provide the student with a strong foundation in choral singing.

CCCS Addressed: Standards 1.1, 1.2, 1.3, 1.4, 1.5, 1.6 of the Visual and Performing Arts.

Units:

Voice Testing/Ice-Breakers

1. Observe, evaluate and perform various ice-breakers to stimulate a positive working environment in the classroom.
2. Identify and discuss objectives set for Chorale.
3. Evaluate individual voices according to voice part and develop a seating chart for rehearsals.
4. Develop classroom rules and a work ethic for study and performance.
5. Begin development of voice through warm-ups and sight-singing/ear-training.

Daily Rehearsals

Rehearsals typically begin with a warm-up period of vocalises and scales which aim to develop strong habits of correct breathing, vocal placement, flexibility and vowel formation. Daily sight-singing practice using solfege and/or Successful Sight-Singing, Book 1 (Telfer) is an important element of this course. This is followed by rehearsal of music being studied in preparation for the next performance. Some pieces will be performed by the Chorale alone; others will be performed with the Concert Choir.

Each piece of repertoire will be selected with attention to developing concepts/skills in the following areas:

1. vocal production
2. musicianship
3. critical analysis of music
4. aesthetics
5. music history

Through classroom discussion and musical performance the student will, by the end of the year, be able to:

1. sing with acceptable tone quality.
2. maintain accurate intonation in a group setting.
3. respond with appropriate musicianship in rehearsal and performance.
4. execute diction with accurate vowel and consonant sounds.
5. sing expressively

Music Theory, Sight-Reading, Aural Skills, and Music History

Throughout the year, lessons will be given in basic music theory (scales, keys, intervals, modes, notation, rhythms, etc.), and in the development of corresponding aural and sight-reading skills. A very brief overview of music history with an emphasis on choral music will also be given. The quizzes, mid-term and final exam will test some of these concepts and skills.

Sectional Voice Lessons

Each choral student is required to attend two sectional lessons per marking period. Lessons will provide sectional rehearsal, according to voice part, for music currently being studied as well as vocalises, scales and sight-reading to strengthen and improve the individual voice.

At lessons the following concepts/skills are stressed:

1. improvement of vocal quality.
2. accurate intonation.
3. music reading
4. overall musicianship.
5. expression as it applies to each piece.

Audition Preparation

Students are given instruction and practice in order to prepare for many optional auditions throughout the year. Participation in County Chorus, Region Chorus, All-State Chorus, The High Point Chamber Singers, the High Point musical, and various solos is contingent upon passing auditions.

Performances

Chorus performances include a Candlelight Concert in December, District Choir Day in January, a possible festival performance in March, a Spring Concert in May, and performance at graduation. Concert dress and attendance at all performances and dress rehearsals are required.

Implementation of Technology

Students listen to recordings of amateur and professional choruses in order to improve their concept of choral sound, to acquaint themselves with choral repertoire, and to learn about music history. A digital recorder is used to show students their sound as a group, to encourage critical listening, to motivate the group to improve, and to track (and celebrate) their progress through the year.

Materials

Unison, SA and SSA music

Successful Sight Singing, Book 1 (Telfer, 1992)

The Choral Rehearsal, Book I, (Jordan, 2007)

Choral Ensemble Intonation (Jordan & Mehaffey, 2006)

Quizzes and quiz prep materials (written and sight-singing)

Mid-term and Final Exams and prep materials

Solos and other materials for County and Region Choir auditions

Concert Dress

Evaluation

1st and 3rd Marking Periods

Participation	60%
Sectional Lessons	30%
Quizzes	10%

2nd and 4th Marking Periods

Participation	50%
Sectional Lessons	30%
Dress/Combined Rehearsals and Concert	20%

Mid-Term and Final Exams

Written Exam	75%
Sight-Singing Exam	25%

Participation during rehearsals is measured by evaluation of posture, attentiveness, breathing, energy, focus, responsiveness, and enthusiasm. All students are given credit towards their grade for attendance at sectional lessons and the dress/combined rehearsals and the concerts. The mid-term and final are good evaluators of musical concepts, symbols, and ability in aural skills. The midterm and final were last revised in 2009.

Field Trip

Sussex County Teen Arts Festival in March

Community Involvement

Individuals in Chorale are strongly encouraged to use their musical ability to bring joy to others through the Music Reaching Out program. In addition, the entire Chorale visits and sings for the multiply-handicapped class a few times each year.

Provisions for Differentiated Instruction

Students with piano and/or leadership ability are called upon to lead in-class sectionals and to accompany the chorus during rehearsals and concerts. Those with exceptional singing ability may audition for solos to be performed at concerts or Music Reaching Out. All students in Chorale may audition for any of the groups listed under "Audition Preparation" if they desire to work with music of a higher level of difficulty. Participation in Chorale is a prerequisite for all of these groups except for the musical.

