

Music High School Choir

Singing Skills

HSC.1, HSC.5, HSC.6, HSC.7, HSC.8, HSC.9, HSC.10, HSC.15

Biblical Worldview Essential Questions

What does music have to do with Christ's call to disciple the nations, and to teach people to observe all that He commanded (Matthew 28:18-20)?

From a Christian perspective, what determines whether music is right or wrong, good or bad?

Objectives	Methods	Resources	Assessment
<p>The students will:</p> <ol style="list-style-type: none"> 1. Learn and memorize a variety of songs and display a knowledge of the historical perspective of selected pieces 2. Identify the parts of the vocal instrument and understand their function in singing 3. Understand and display proper breathing technique 5. Recognize the relationship of pitch placement to good tone quality and strive to reproduce the same 6. Participate in and explain the function of physical and vocal warm-up 7. Participate in all concerts, festivals and tours as outlined in the syllabus 8. Use correct singers diction for all songs 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration by the teacher • Aural and visual examples • Songs and warm up exercises • Reproducible study guides • Demonstration and participation in physical and vocal exercises • Sheet music and books • Reproducible song sheets 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • Selected songs from sheet music, books and recordings • Teacher workbook: <i>Five Practical Lessons in Singing</i> by James C. McKinney • <i>The Bible</i> • <i>The Choral Warm-up Collection</i> compiled and edited by Sally K. Albrecht • <i>The Complete Choral Warm-up Book</i> by Robinson and Althouse • <i>Diction for Singers</i> by Wall, Caldwell, Gavilanes & Allen • Various music history resources 	<ul style="list-style-type: none"> • Attentiveness to lecture • Word tests • Sectional and group vocal parts tests • Participation in discussion and responses to teacher and student generated questions • Participation in and behavior during concerts and rehearsals • Teacher observation when singing • Audience response and feedback • Rank, placement and comments from festivals and similar events

Reading Skills

HSC.1, HSC.2, HSC.3, HSC.4, HSC.12

Biblical Worldview Essential Questions

How does the design of music (melody, rhythm, harmony) reveal the Designer/ God?

What does it tell us about Him?

How does music unite, divide or fulfill people?

How does the Bible affect the application/implementation of music?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ol style="list-style-type: none"> 1. Recognize, understand and demonstrate complex rhythm patterns to include triple meter, changing meter and swing rhythms 2. Utilize all the basic components of music notation to enhance the singers ability to read and follow their voice part on the staff 3. Apply knowledge of dynamics and tempo markings for correct musical interpretation 4. Explain the use of intervals in building triads and seventh chords 5. Identify key signatures as they go around the circle of 5ths 	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration by the teacher • Aural and visual examples • Homework • Reproducible sheets • Classwork • Group exercises 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • Teacher workbook: <i>Theory Notebook Complete</i> by John Brimhall • <i>Tonal Harmony</i> (Fourth Ed.) by Kostka and Payne • <i>Advanced Harmony Theory and Practice</i> (Fifth Ed.) by Ottman • <i>Finale</i> reproducible worksheets 	<ul style="list-style-type: none"> • Attentiveness to lecture • Participation in discussion and exercises • Responses to teacher and student generated questions • Responses to questions on reproducible worksheets • Exams, tests, and quizzes • Responses on homework assignments

Aural Skills

HSC.2, HSC.3, HSC.4, HSC.5, HSC.6

Biblical Worldview Essential Questions

How does music contribute to a Christian view of “wholeness?”

What is “best” about music?

How does music relate to all other aspects of creation?

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <p>4. Listen and identify intervals as to size and quality</p> <p>5. Recognize by sonority major, minor, augmented and diminished triads in root position</p> <p>6. Hear and identify major, dominant, minor and fully diminished seventh chords</p> <p>4. Sight-sing any line of melody given only the key and sonority</p>	<ul style="list-style-type: none"> • Lecture • Discussion • Demonstration by the teacher • Aural and visual examples • Reproducible sheets • Participation in vocal exercises • Practice in class • Homework 	<ul style="list-style-type: none"> • Teacher prepared materials and exercises • <i>A New Approach to Ear Training</i> (Second Ed.) by Kraft • <i>A New Approach to Sight-Singing</i> by Kraft • <i>The Complete Choral Warm-Up Book</i> by Robinson and Althouse • <i>The Choral Warm-Up Collection</i> compiled and edited by Sally K. Albrecht 	<ul style="list-style-type: none"> • Attentiveness to lecture • Participation in discussion and exercises • Responses to teacher and student generated questions • Teacher observation when singing • Oral tests