



9th-12th Grade

Beginning Chorus GSE: Level I-IV



CREATING

HSBC.CR.1 **Generate and conceptualize musical ideas and works.**

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create movement for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic.

HSBC.CR.2 **Organize, develop, and revise musical ideas and works.**

- a. Share improvised, composed, or arranged pieces.
- b. Use teacher-created criteria to refine improvised or composed pieces.

PERFORMING

HSBC.PR.1 **Analyze, interpret, and select musical works for presentation.**

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

HSBC.PR.2 **Develop and refine musical techniques and works for presentation.**

- a. Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation.
- b. Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone.
- c. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- d. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.



- HSBC.PR.3 Convey meaning through the presentation of musical works.**
- Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
 - Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
 - Sing selected music from memory for public performance at least twice per year.
 - Exhibit appropriate rehearsal and performance etiquette.

RESPONDING

- HSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.**
- Identify and describe a musical score in terms of rhythm, melody, and form.
 - Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast.
 - Describe the emotions and thoughts that music conveys.
 - Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance.

- HSBC.RE.2 Apply criteria to evaluate musical works.**
- Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
 - Reflect on the nature of rehearsal and performance in music through discussion and writing.

CONNECTING

- HSBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.**
- Discuss how music relates to personal development and enjoyment of life.
 - Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.

- HSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.**
- Identify historical and cultural characteristics of a varied repertoire including world music.
 - Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
 - Identify the historical period, composer, culture and style of music presented in class.
 - Discuss and apply appropriate audience etiquette and active listening in selected musical settings.