



9-12th Grade

Intermediate Men's Chorus GSE



CREATING

HSIMC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic.

HSIMC.CR.2 Organize, develop, and revise musical ideas and works.

- a. Share improvised, composed, or arranged pieces.
- b. Using teacher- or student-created criteria, refine improvised or composed pieces.

PERFORMING

HSIMC.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 in context of repertoire.
- c. Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method.
- d. Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology.



HSIMC.PR.2 Develop and refine musical techniques and works for presentation.

- a. Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and articulate voiced and unvoiced consonants.
- c. Explore vocal continuity through passaggio and across vocal registers.
- d. Explore elements of vocal health, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts.

HSIMC.PR.3 Convey meaning through the presentation of musical works.

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles.
- b. Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

RESPONDING

HSIMC.RE.1 Perceive, analyze, and interpret meaning in musical works.

- a. Explain and describe a musical score in terms of rhythm, melody, and form.
- b. Listen to and describe the elements of a musical performance including form, voicing, and dynamic contrast.
- c. Discuss the emotions and thoughts that music conveys.
- d. 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.



HSIMC.RE.2 Apply criteria to evaluate musical works.

- a. Develop strategies to evaluate and improve group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

CONNECTING

HSIMC.CN.1 Synthesize and relate knowledge and personal experiences to make music.

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music.
- c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.

HSIMC.CN.2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Discuss historical and cultural characteristics of a varied repertoire including world music.
- b. Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.
- c. Identify the historical period, composer, culture and style of music presented in class.
- d. Discuss the relationship between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.