

Georgia Performance Standards

Fine Arts

Chorus (Choral Music) Introduction

Choral Music courses provide opportunities for students to develop their musical potential and aesthetic understanding through singing in a choral ensemble. These courses seek to give students in grades 6 through 12 experiences in the study and performance of a diverse repertoire of music.

The standards of learning are organized into sequential and developmental levels:

Elementary School - Beginning

Grades 6th – 8th Beginning, Intermediate, and Advanced

Grades 9th – 12th Beginning, Intermediate, Advanced, and Mastery

Since students in Georgia may be introduced to the choral ensemble experience at varying grade levels, the use of sequential and developmental levels allows for consistency and instructional flexibility.

Study of vocal/choral music includes the cultivation of a beautiful singing tone, aesthetic understanding, the ability to read music with fluency, the polishing of performance skills, responsible rehearsal habits, and the value of collaboration.

Students will have opportunities for self-expression through the spontaneity of improvisation and the creative process of composition. Students will develop listening skills and the ability to analyze and critique music and music performances. Students will relate their musical experiences to historical and cultural aspects of choral repertoire.

The ultimate goal of the choral experience is the development of the individual both musically and personally for the lifelong pursuit and enjoyment of music.

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GRADES 9 - 12

INTERMEDIATE CHORUS

A. Skills and Techniques/Performance

MHSIC.1 - Singing, alone and with others, a varied repertoire of music

- a. Demonstrate proper body alignment and breathing techniques to support a clear and free tone using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in unison and multiple parts, with and without accompaniment.
- d. Apply listening skills to match pitch and adjust intonation within the ensemble.
- e. Sing within the ensemble utilizing an awareness of blend and balance
- f. Perform level-appropriate literature with accurate dynamics, tempos, phrasing, and textual meaning.
- g. Respond to conducting gestures.
- h. Incorporate movement in warm-ups and repertoire to develop musical understanding.

MHSIC.2 - Performing on instruments, alone and with others, a varied repertoire of music

- a. Utilize classroom instruments and body percussion to enhance music learning.

MHSIC.3 - Reading and notating music

- a. Utilize music vocabulary and symbols to read and notate rhythms and pitches using a melodic and rhythmic language.
- b. Notate rhythms and pitches from aural examples.
- c. Utilize available music instructional and notational software.

B. Creation

MHSIC.4 - Improvising melodies, variations, and accompaniments

- a. Explore possibilities of sound within limited parameters that can be vocally produced.
- b. Improvise simple rhythmic and melodic ideas and phrases.

MHSIC.5 - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Explore musical possibilities by making creative decisions.

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C. Critical Analysis/Investigate

MHSIC.6 - Listening to, analyzing, and describing music

- a. Critically listen to various genres and styles of music.
- b. Identify and explain components of the choral score.
- c. Identify and describe emotions and thoughts communicated through music.

MHSIC.7 - Evaluating music and music performances

- a. Determine the quality of a vocal/choral performance using appropriate criteria.
- b. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

MHSIC.8 - Understanding relationships between music, the other arts, and disciplines outside the arts

- a. Demonstrate an awareness of the collaborative nature of the choral art.

MHSIC.9 - Understanding music in relation to history and culture

- a. Examine how music relates to personal development and enjoyment of life.
- b. Identify and apply distinguishing characteristics of repertoire representing various periods, composers, cultures, styles, and genres.