

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

MASTERY CHORUS

A. Skills and Techniques/Performance

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

- a. Produce a clear and free tone with the body and breath working together using accurate intonation.
- b. Sing with purity of vowels and clarity of consonants.
- c. Perform assigned vocal line in four or more parts, with and without accompaniment, in small and large ensembles.
- d. Apply listening skills to achieve accurate intonation in solo and ensemble singing.
- e. Adjust blend and balance independently within the ensemble throughout the vocal range.
- f. Perform, alone and with others, level-appropriate literature reflecting expressive qualities and textual meaning.
- g. Respond to and perform various conducting patterns and interpretive gestures.
- h. Create movement for warm-ups and repertoire to distinguish various musical ideas.

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

- a. Utilize classroom instruments and body percussion with expression and technical accuracy to enhance music learning.

MHSMC.3 - Reading and notating music

- a. Read by sight complex notation using a melodic and rhythmic language.
- b. Notate rhythms, pitches, and harmonies from aural examples.
- c. Utilize available music instructional and notational software.

B. Creation

MHSMC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic accompaniments and melodic ideas and phrases.

MHSMC.5 - Composing and arranging music within specified guidelines

- a. Create original rhythms and/or melodies.
- b. Create harmonies for warm-ups and various melodies.

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C. Critical Analysis/Investigate

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

- a. Compare and contrast various genres and styles of music.
- b. Analyze music utilizing knowledge of the choral score.
- c. Analyze how the quality of one's own work affects the progress and performance of the whole ensemble.
- d. Interpret emotions and thoughts communicated through music.

MHSMC.7 Evaluating music and music performances

- a. Prescribe adjustments needed to strengthen individual and ensemble performance.
- b. Apply criteria and makes value judgments of the quality of a composition.
- c. Exhibit commendable performer and audience etiquette.

D. Cultural and Historical Context

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

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

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

- a. Interpret how music relates to personal development and enjoyment of life.
- b. Analyze and evaluate how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community.
- c. Explain how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills.