

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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ELEMENTARY SCHOOL

BEGINNING CHORUS

A. Skills and Techniques/Performance

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

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify basic vocal anatomy.
- 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.
- e. Identify aspects of voice change as reflected in physiological changes, vocal range, tone, and vocal agility.
- f. Demonstrate aspects of expressive performance through dynamics, tempo and phrasing.
- g. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression and vocal technique.

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

- a. Play percussion and melodic instruments to demonstrate basic knowledge of rhythm, melody, tempo, and dynamics.
- b. Utilize percussion and melodic instruments to support vocal performance with attention to balance, blend, and style.

MESBC.3 - Reading and notating music

- a. Utilize a rhythmic and melodic language to read and sing music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, and other expressive elements.
- c. Notate simple rhythms and melodies utilizing a dictation method.
- d. Read and notate music using software.

B. Creation

MESBC.4 - Improvising melodies, variations, and accompaniments

- a. Improvise simple rhythmic and melodic patterns.
- b. Improvise variations of short melodic fragments taken from a varied repertoire of music including folk songs and chants.
- c. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinati).

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MESBC.5 - Composing and arranging music within specified guidelines

- a. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics and justify those decisions.
- b. Set short poetic phrases and texts to music.
- c. Compose short rhythms and original melodies and rhythms.

C. Critical Analysis/Investigate

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

- a. Analyze and describe a musical score in terms of melodic intervals, rhythmic structure, and musical form.
- b. Listen to and analyze a musical recording or video in terms of form, voicing, and dynamic contrast.
- c. Utilize writing skills to describe the elements of music and the emotions and thoughts that music communicates.

MESBC.7 - Evaluating music and music performances

- a. Listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics through discussion and writing.
- b. Reflect on the nature of performance in music through discussion and writing.
- c. Discuss and apply audience etiquette and active listening in selected musical settings.

D. Cultural and Historical Context

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

- a. Identify common characteristics between music, dance arts, theatre arts, and visual arts.
- b. Demonstrates literacy skills through reading and discussing musical settings of varied literature.

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

- a. Identify historical and cultural characteristics of a varied repertoire including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance.

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- c. Identify historical period, composer, culture and style of music presented in class.
- d. Discuss how music relates to personal development and enjoyment of life
- e. Discuss the relationships between music, world events, history and culture.