

## *Music High School Choir*

### *Singing Skills*

**HSC.1, HSC.5, HSC.6, HSC.7, HSC.8, HSC.9, HSC.10, HSC.15**

**Biblical Worldview Essential Questions**

**What does music have to do with Christ's call to disciple the nations, and to teach people to observe all that He commanded (Matthew 28:18-20)?**

**From a Christian perspective, what determines whether music is right or wrong, good or bad?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Learn and memorize a variety of songs and display a knowledge of the historical perspective of selected pieces</li> <li>2. Identify the parts of the vocal instrument and understand their function in singing</li> <li>3. Understand and display proper breathing technique</li> <li>5. Recognize the relationship of pitch placement to good tone quality and strive to reproduce the same</li> <li>6. Participate in and explain the function of physical and vocal warm-up</li> <li>7. Participate in all concerts, festivals and tours as outlined in the syllabus</li> <li>8. Use correct singers diction for all songs</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration by the teacher</li> <li>• Aural and visual examples</li> <li>• Songs and warm up exercises</li> <li>• Reproducible study guides</li> <li>• Demonstration and participation in physical and vocal exercises</li> <li>• Sheet music and books</li> <li>• Reproducible song sheets</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Selected songs from sheet music, books, and recordings</li> <li>• Teacher workbook: <i>Five Practical Lessons in Singing</i> by James C. McKinney</li> <li>• <i>The Bible</i></li> <li>• <i>The Choral Warm-up Collection</i> compiled and edited by Sally K. Albrecht</li> <li>• <i>The Complete Choral Warm-up Book</i> by Robinson and Althouse</li> <li>• <i>Diction for Singers</i> by Wall, Caldwell, Gavilanes &amp; Allen</li> <li>• Various music history resources</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Word tests</li> <li>• Sectional and group vocal parts tests</li> <li>• Participation in discussion and responses to teacher and student generated questions</li> <li>• Participation in and behavior during concerts and rehearsals</li> <li>• Teacher observation when singing</li> <li>• Audience response and feedback</li> <li>• Rank, placement and comments from festivals and similar events</li> </ul>

## *Reading Skills*

HSC.1, HSC.2, HSC.3, HSC.4, HSC.12

### Biblical Worldview Essential Questions

**How does the design of music (melody, rhythm, harmony) reveal the Designer/ God?**

**~~What does it tell us about Him?~~**

**How can music unite, divide ,or fulfill people?**

**How does the Bible affect the application/implementation of music?**

Objectives	Methods	Resources	Assessment
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Recognize, understand, and demonstrate complex rhythm patterns to include triple meter, changing meter and swing rhythms</li> <li>2. Utilize all the basic components of music notation to enhance the singers ability to read and follow their voice part on the staff</li> <li>3. Apply knowledge of dynamics and tempo markings for correct musical interpretation</li> <li>4. Explain the use of intervals in building triads and seventh chords</li> <li>5. Identify key signatures as they go around the circle of 5ths</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration by the teacher</li> <li>• Aural and visual examples</li> <li>• Homework</li> <li>• Reproducible sheets</li> <li>• Classwork</li> <li>• Group exercises</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• Teacher workbook: <i>Theory Notebook Complete</i> by John Brimhall</li> <li>• <i>Tonal Harmony</i> (Fourth Ed.) by Kostka and Payne</li> <li>• <i>Advanced Harmony Theory and Practice</i> (Fifth Ed.) by Ottman</li> <li>• <i>Finale</i> reproducible worksheets</li> <li>• <i>One-Minute Theory (Book 1, Book 2, and Book 3)</i> by Slabbinck and Shaw-Slabbinck</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion and exercises</li> <li>• Responses to teacher and student generated questions</li> <li>• Responses to questions on reproducible worksheets</li> <li>• Exams, tests, and quizzes</li> <li>• Responses on homework assignments</li> </ul>

## *Aural Skills*

**HSC.2, HSC.3, HSC.4, HSC.5, HSC.6**

### Biblical Worldview Essential Questions

**How does music contribute to a Christian view of “wholeness?”**

**What is “best” about music?**

**How does music relate to all other aspects of creation?**

<b>Objectives</b>	<b>Methods</b>	<b>Resources</b>	<b>Assessment</b>
<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Listen and identify intervals as to size and quality</li> <li>2. Recognize by sonority major, minor, augmented, and diminished triads in root position</li> <li>3. Hear and identify major, dominant, minor, and fully diminished seventh chords</li> <li>4. Sight-sing any line of melody given only the key and sonority</li> </ol>	<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Discussion</li> <li>• Demonstration by the teacher</li> <li>• Aural and visual examples</li> <li>• Reproducible sheets</li> <li>• Participation in vocal exercises</li> <li>• Practice in class</li> <li>• Homework</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher prepared materials and exercises</li> <li>• <i>A New Approach to Ear Training</i> (Second Ed.) by Kraft</li> <li>• <i>A New Approach to Sight-Singing</i> by Kraft</li> <li>• <i>The Complete Choral Warm-Up Book</i> by Robinson and Althouse</li> <li>• <i>The Choral Warm-Up Collection</i> compiled and edited by Sally K. Albrecht</li> </ul>	<ul style="list-style-type: none"> <li>• Attentiveness to lecture</li> <li>• Participation in discussion and exercises</li> <li>• Responses to teacher and student generated questions</li> <li>• Teacher observation when singing</li> <li>• Oral tests</li> </ul>