

Music: Advanced Chorus

Adopted 2018

Creating

- 1 Generate and conceptualize musical ideas and works.** [MSAC.CR.1](#)
 - a** Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [MSAC.CR.1.A](#)
 - b** Improvise variations of melodic phrases found in a varied repertoire of music. [MSAC.CR.1.B](#)
 - c** Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [MSAC.CR.1.C](#)
 - d** Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [MSAC.CR.1.D](#)
 - e** Arrange and perform existing songs by making creative decisions regarding tempo, dynamics, text, stress, and style, and justify those creative decisions. [MSAC.CR.1.E](#)
 - f** Set short poetic phrases and texts to music. [MSAC.CR.1.F](#)
 - g** Compose four-measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, beginning and ending on tonic. [MSAC.CR.1.G](#)
 - 2 Organize, develop, and revise musical ideas and works.** [MSAC.CR.2](#)
 - a** Share improvised, composed, or arranged pieces. [MSAC.CR.2.A](#)
 - b** Refine improvised or composed pieces using student-created criteria. [MSAC.CR.2.B](#)
-

Performing

- 1 Analyze, interpret, and select musical works for presentation.** [MSAC.PR.1](#)
 - a** Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [MSAC.PR.1.A](#)
 - b** Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. [MSAC.PR.1.B](#)
 - c** Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [MSAC.PR.1.C](#)
 - d** Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [MSAC.PR.1.D](#)
- 2 Develop and refine musical techniques and works for presentation.** [MSAC.PR.2](#)
 - a** Describe and explain appropriate singing posture and breathing techniques to support a clear and free tone. [MSAC.PR.2.A](#)

- b Describe vocal anatomy. [MSAC.PR.2.B](#)
 - c Discuss aspects of vocal range and tone. [MSAC.PR.2.C](#)
 - d Describe and explain aspects of vocal change, as reflected in physiological changes affecting range and tone. [MSAC.PR.2.D](#)
 - e Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [MSAC.PR.2.E](#)
 - f Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more parts. [MSAC.PR.2.F](#)
-

3 Convey meaning through the presentation of musical works. [MSAC.PR.3](#)

- a Demonstrate technical accuracy and expressive qualities in performance of a varied repertoire of music representing a diversity of cultures and styles. [MSAC.PR.3.A](#)
 - b Demonstrate and respond to conducting patterns and gestures representing tempo, expression, and vocal technique. [MSAC.PR.3.B](#)
 - c Sing selected music from memory for public performance at least twice per year. [MSAC.PR.3.C](#)
 - d Exhibit appropriate rehearsal and performance etiquette. [MSAC.PR.3.D](#)
-

Responding

1 Perceive, analyze, and interpret meaning in musical works. [MSAC.RE.1](#)

- a Analyze and describe components of a musical score (e.g. voicing, form, style, phrasing). [MSAC.RE.1.A](#)
 - b Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [MSAC.RE.1.B](#)
 - c Discuss the emotions and thoughts that music conveys. [MSAC.RE.1.C](#)
 - 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. [MSAC.RE.1.D](#)
-

2 Apply criteria to evaluate musical works. [MSAC.RE.2](#)

- a Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. [MSAC.RE.2.A](#)
 - b Reflect on the nature of rehearsal and performance in music through discussion and writing. [MSAC.RE.2.B](#)
-

Connecting

1 Synthesize and relate knowledge and personal experiences to make music. [MSAC.CN.1](#)

- a Discuss how music relates to personal development and enjoyment of life. [MSAC.CN.1.A](#)
- b Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [MSAC.CN.1.B](#)

- c Demonstrate literacy skills through reading and discussing musical settings of varied literature. [MSAC.CN.1.C](#)
-

2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [MSAC.CN.2](#)

- a Analyze historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines. [MSAC.CN.2.A](#)
- b Analyze stylistic characteristics of a varied repertoire including world music through vocal performance. [MSAC.CN.2.B](#)
- c Analyze historical period, composer, culture, and style of music presented in class. [MSAC.CN.2.C](#)
- d Discuss the relationship between music, world events, history, and culture. [MSAC.CN.2.D](#)
- e Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [MSAC.CN.2.E](#)