

Music: Advanced Men's Chorus

Adopted 2018

Creating

- 1 Generate and conceptualize musical ideas and works.** HSAMC.CR.1
 - a Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. HSAMC.CR.1.A
 - b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). HSAMC.CR.1.B
 - c Improvise variations of melodic phrases found in a varied repertoire of music. HSAMC.CR.1.C
 - d Create physical movements for warm-ups and repertoire to distinguish various musical ideas. HSAMC.CR.1.D
 - e Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. HSAMC.CR.1.E
 - f Set short poetic phrases and texts to music. HSAMC.CR.1.F
 - g Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. HSAMC.CR.1.G
 - 2 Organize, develop, and revise musical ideas and works.** HSAMC.CR.2
 - a Share improvised, composed, or arranged pieces. HSAMC.CR.2.A
 - b Refine improvised or composed pieces using student-created criteria. HSAMC.CR.2.B
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Performing

- 1 Analyze, interpret, and select musical works for presentation.** HSAMC.PR.1
 - a Utilize a rhythmic and melodic system to read and sing music appropriate to ability. HSAMC.PR.1.A
 - b Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. HSAMC.PR.1.B
 - c Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. HSAMC.PR.1.C
 - d Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. HSAMC.PR.1.D
 - 2 Develop and refine musical techniques and works for presentation.** HSAMC.PR.2
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- a Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. [HSAMC.PR.2.A](#)
 - b Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. [HSAMC.PR.2.B](#)
 - c Develop vocal continuity through passaggio and across vocal registers. [HSAMC.PR.2.C](#)
 - d Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. [HSAMC.PR.2.D](#)
 - e Describe and explain elements of vocal health, including proper use and physiological needs. [HSAMC.PR.2.E](#)
 - f Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. [HSAMC.PR.2.F](#)
 - g 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 vocal parts. [HSAMC.PR.2.G](#)
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3 Convey meaning through the presentation of musical works. [HSAMC.PR.3](#)

- a Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. [HSAMC.PR.3.A](#)
 - b Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. [HSAMC.PR.3.B](#)
 - c Sing selected music from memory for public performance at least twice per year. [HSAMC.PR.3.C](#)
 - d Exhibit appropriate rehearsal and performance etiquette. [HSAMC.PR.3.D](#)
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Responding

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

- a Analyze and describe a musical score in terms of rhythm, melody, and form. [HSAMC.RE.1.A](#)
 - b Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. [HSAMC.RE.1.B](#)
 - c Discuss the emotions and thoughts that music conveys. [HSAMC.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. [HSAMC.RE.1.D](#)
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2 Apply criteria to evaluate musical works. [HSAMC.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. [HSAMC.RE.2.A](#)

- b** Reflect on the nature of rehearsal and performance in music through discussion and writing. [HSAMC.RE.2.B](#)
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Connecting

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

- a** Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. [HSAMC.CN.1.A](#)
 - b** Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. [HSAMC.CN.1.B](#)
 - c** Discuss the collaborative nature of the choral art. [HSAMC.CN.1.C](#)
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2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. [HSAMC.CN.2](#)

- a** Analyze historical and cultural characteristics of a varied repertoire including world music. [HSAMC.CN.2.A](#)
 - b** Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. [HSAMC.CN.2.B](#)
 - c** Analyze historical period, composer, culture and style of music presented in class. [HSAMC.CN.2.C](#)
 - d** Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. [HSAMC.CN.2.D](#)
 - e** Discuss and apply appropriate audience etiquette and active listening in selected musical settings. [HSAMC.CN.2.E](#)