Georgia Fine Arts

Music: Beginning Chorus - Grades 9-12

Adopted 2018

Creating

1 **Generate and conceptualize musical ideas and works.** HSBC.CR.1

- a Improvise rhythmic patterns in duple meter and melodic patterns in major tonality. HSBC.CR.1.A
- b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). HSBC.CR.1.B
- c Create movement for warm-ups and repertoire to distinguish various musical ideas. HSBC.CR.1.C
- d Set short poetic phrases and texts to music. HSBC.CR.1.D
- e Compose 4 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. HSBC.CR.1.E

2 **Organize, develop, and revise musical ideas and works.** HSBC.CR.2

- a Share improvised, composed, or arranged pieces. HSBC.CR.2.A
- b Use teacher-created criteria to refine improvised or composed pieces. HSBC.CR.2.B

Performing

1 **Analyze, interpret, and select musical works for presentation.** HSBC.PR.1

- a Utilize a rhythmic and melodic system to read and sing music appropriate to ability. HSBC.PR.1.A
- b Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing. HSBC.PR.1.B
- c Notate rhythms and melodies from aural examples utilizing a dictation method. HSBC.PR.1.C
- d Read and notate music using available technology. HSBC.PR.1.D

2 **Develop and refine musical techniques and works for presentation.** HSBC.PR.2

- a Identify vocal anatomy and employ breathing techniques to support a clear and free tone using accurate intonation. HSBC.PR.2.A
- b Identify aspects of vocal registers, as reflected in physiological changes, and vocal health affecting range and tone. HSBC.PR.2.B

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c Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. HSBC.PR.2.C

d Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts. HSBC.PR.2.D

3 Convey meaning through the presentation of musical works. HSBC.PR.3

a Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures and styles. HSBC.PR.3.A

b Demonstrate and respond to conducting patterns and gestures representing tempo, expression and vocal technique. HSBC.PR.3.B

c Sing selected music from memory for public performance at least twice per year. HSBC.PR.3.C

d Exhibit appropriate rehearsal and performance etiquette. HSBC.PR.3.D

Responding

1 Perceive, analyze, and interpret meaning in musical works. HSBC.RE.1

a Identify and describe a musical score in terms of rhythm, melody, and form. HSBC.RE.1.A

b Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. HSBC.RE.1.B

c Describe the emotions and thoughts that music conveys. HSBC.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. HSBC.RE.1.D

2 Apply criteria to evaluate musical works. HSBC.RE.2

a Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. HSBC.RE.2.A

b Reflect on the nature of rehearsal and performance in music through discussion and writing. HSBC.RE.2.B

Connecting

1 Synthesize and relate knowledge and personal experiences to make music. HSBC.CN.1

a Discuss how music relates to personal development and enjoyment of life. HSBC.CN.1.A

b Describe how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. HSBC.CN.1.B

2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. HSBC.CN.2

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Identify historical and cultural characteristics of a varied repertoire including world music. HSBC.CN.2.A

b Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. HSBC.CN.2.B

c Identify the historical period, composer, culture and style of music presented in class. HSBC.CN.2.C

d Discuss and apply appropriate audience etiquette and active listening in selected musical settings. HSBC.CN.2.D