

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](#)

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

- a 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](#)