

Music: Intermediate Chorus - Grades 9-12

Adopted 2018

Creating

1 Generate and conceptualize musical ideas and works. HSIC.CR.1

- a Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. HSIC.CR.1.A
 - b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). HSIC.CR.1.B
 - c Create physical movements for warm-ups and repertoire to distinguish various musical ideas. HSIC.CR.1.C
 - d Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions. HSIC.CR.1.D
 - e Set short poetic phrases and texts to music. HSIC.CR.1.E
 - f Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning and ending on tonic. HSIC.CR.1.F
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2 Organize, develop, and revise musical ideas and works. HSIC.CR.2

- a Share improvised, composed, or arranged pieces. HSIC.CR.2.A
 - b Using teacher- or student-created criteria, refine improvised or composed pieces. HSIC.CR.2.B
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Performing

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

- a Utilize a rhythmic and melodic system to read and sing music appropriate to ability. HSIC.PR.1.A
 - b Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire. HSIC.PR.1.B
 - c Notate rhythms and melodies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. HSIC.PR.1.C
 - d Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. HSIC.PR.1.D
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2 Develop and refine musical techniques and works for presentation. HSIC.PR.2

- a Demonstrate appropriate singing posture and breathing techniques to support a clear and free tone using accurate intonation. HSIC.PR.2.A

- b Sing with purity of vowels and articulate voiced and unvoiced consonants. [HSIC.PR.2.B](#)
 - c Explore vocal continuity through passaggio and across vocal registers. [HSIC.PR.2.C](#)
 - d Explore elements of vocal health, as reflected in physiological changes affecting range and tone. [HSIC.PR.2.D](#)
 - e Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants. [HSIC.PR.2.E](#)
 - f Develop aural skills to address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in two or more vocal parts. [HSIC.PR.2.F](#)
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3 Convey meaning through the presentation of musical works. [HSIC.PR.3](#)

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

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

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

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

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

- a Discuss how music relates to personal development and enjoyment of life. [HSIC.CN.1.A](#)

- b** Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. **HSIC.CN.1.B**
 - c** Demonstrate literacy skills through reading and discussing musical settings of varied literature. **HSIC.CN.1.C**
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2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding. **HSIC.CN.2**

- a** Discuss historical and cultural characteristics of a varied repertoire including world music. **HSIC.CN.2.A**
- b** Describe and demonstrate stylistic characteristics of a varied repertoire including world music through vocal performance. **HSIC.CN.2.B**
- c** Identify the historical period, composer, culture and style of music presented in class. **HSIC.CN.2.C**
- d** Discuss the relationship between the music being studied and world events, history, and culture. **HSIC.CN.2.D**
- e** Discuss and apply appropriate audience etiquette and active listening in selected musical settings. **HSIC.CN.2.E**