

Northwestern Middle School
Intermediate Girls Choir
Course Outline

August

- A. Students learn review the basics of good posture and become independent in rehearsing with good posture.
- B. Students learn correct placement of tone and be able to transfer tone from M and N to the E vowel.
- C. Students use solfeg syllables in exercises and warm-ups to show various degrees of the scale. Warm-ups will include skips of all major intervals.
- D. Students review rhythmic notation use numbers and syllables to show understanding of duration and placement in 4/4 and $\frac{3}{4}$ meter.
- E. Students listen to and select music for Christmas, Contest and Spring Performances.
- F. Students review expectations for good rehearsal ethic and demonstrate them in rehearsal.
- G. Students will discuss various elements of a treble ensemble including literature used, range for each voice, and group dynamics.
- H. Students are evaluated and placed in sections according to voice type.
- I. Students will recognize their own voice classification.
- J. Students begin singing rounds and harmony in thirds.
- K. Students will build triads from a given tonic note. Students will sing inverted chords and distinguish between root position and inverted chords.
- L. Students sing warm-ups and exercises concerning range, agility, ear training, breath support, phrasing, diction, vowels.
- M. Students will correctly state what each vocal exercise and warm-up is intended to do toward the improvement of vocal technique.
- N. Students do weekly theory worksheets concentrating on rhythmic, melodic, harmonic, and expressive aspects of written music.
- O. Students will learn expectations for Intermediate ensemble rehearsal, performance and year calendar.

September

- A. Students continue solfeg development by singing more advanced melodies and adding harmony.
- B. Students will prepare for the All-State audition by sight reading ICDA sight reading exercises and preparing the All-State required piece.
- C. Students are given opportunity to learn and record an audition for All-State Honor Choir.
- D. Students begin work on Veteran's Day piece and National Anthem.
- E. Students begin work on ISSMA Organizational Contest literature.
- F. Students sight read rhythmic exercises with 8th, 16th, quarter, half and whole symbols, and syncopated notation.
- G. Students sight read melodic melodies using solfeg.
- H. Students will learn and apply knowledge of the treble clef and the keys of C, G, and D.
- I. Students do theory worksheets and written rhythmic exercises.
- J. Students will continue to study all aspects of vocal tone, increasing breath support and ability to focus tone on all vowels.
- K. Students will independently focus and support the tone, use proper vowels and clear diction.

October

- A. Students will expand range and sing different parts in the ensemble.
- B. Students will perform exercises that work head voice, chest voice, and the transition between the two voices.
- C. Students begin rehearsal on Christmas Concert literature.
- D. Students sight read melodic and rhythmic lines in small groups.
- E. Students will be able to read multiple line exercises and perform with their section.

- F. Students are given the opportunity to audition for solos for upcoming concerts.
- G. Students continue to improve vocal technique.
- H. Students study the historical and cultural significance of Veteran's Day and the chosen performance piece.
- I. Students will sing literature with harmony and 3-4 part treble.
- J. Students will be given the opportunity to sing divisi harmony created in class from improvisation.

November

- A. Students are given an opportunity to participate in ISSMA solo and ensemble contest.
- B. Students perform in NHS Veteran's Day Program.
- C. Students write a paragraph based on lyrics or Veteran support.
- D. Students will recognize warm-up and exercises and their relation to a specific vocal technique.
- E. Students will sing in small groups to learn parts, audition for solos, or to demonstrate mastery of literature.
- F. Students will build chords based on understanding of the tonic triad.
- G. Students will create warm-up exercises to work on a given vocal technique.

December

- A. Students will rehearse for Christmas Concert.
- B. Students will be given an opportunity to have input on costuming, staging, and musical arranging.
- C. Students will select music for Solo and Ensemble Contest.
- D. Students will reflect on semester goals/challenges/successes and write about each.
- E. Students will perform at the Christmas Concert.
- F. Students will use movement in warm-ups according to Dalcroze ideas to help development of tone and technique.
- G. Students will listen to any given performance and be able to identify musical concepts such as good tone, intonation, dynamic changes, diction, etc.
- H. Students will respond to director cues for music concepts studied throughout the semester.
- I. Students will sing and be able to adjust sound to affect balance, intonation, enunciation.
- J. Students will understand and sing with awareness of various idioms and historical styles.
- K. Students will watch and analyze the Christmas Concert performance and recognize successes as well as areas for improvement.
- L. Students will analyze a score and determine expressive aspects intended by the composer.

January

- A. Students will rehearse individually and in small groups for Solo and Ensemble Contest.
- B. Students will continue to sight read, increasing difficulty in melodic lines with skips and triads and rhythmic lines with addition of 8th/16th note bar groupings.
- C. Students will recognize choral problems with tone quality and vocal performance and provide an effective physical solution to correct the problem.
- D. Students will study videos and recorded performances and be able to discuss the performance using music vocabulary studied during 1st semester.
- E. Students will sing major, minor and chromatic scales.
- F. Students will sing 3-4 part chords and move ascending and descending by half steps.
- G. Students will listen to student performances prepared for contest and evaluate each on given music concepts.
- H. Students will perform at solo and ensemble contest.
- I. Students will write short rhythmic line and perform it in small groups for the class.
- J. Students will begin preparation for Organizational Contest.

February

- A. Students will be given an opportunity to rehearse for and perform at Howard County Music Festival.
- B. Correctly determine how specific expressive elements create mood, convey emotion, or tell a story.
- C. Students will correctly place the tone on all vowels.
- D. Students will correctly discuss diphthongs and demonstrate mastery of correctly performing them.
Students will recognize diphthongs in a given music piece.
- E. Students will understand and correctly perform diphthongs.
- F. Students will demonstrate an understanding of good rehearsal ethic as it relates to success in an upcoming performance.
- G. Students will demonstrate good posture and technique without being prompted by the director.

March

- A. Students will listen to recordings and watch video performances of various choirs performing the contest literature.
- B. Students will compete at ISSMA Organizational Contest.
- C. Students will watch the video from contest and analyze the performance.
- D. Students will identify life skills and attitudes that enhance the choral experience and apply to other areas of a student's life.
- E. Students will rehearse music and dance for Spring Concert.
- F. Students will compose a short melody, rehearse it, and perform it for the class.
- G. Students will correctly perform a festival piece in a foreign language.

April

- A. Students will recognize, rehearse, and perform music of differing styles including spiritual, gospel, classical, folk, popular, jazz, and traditional festival choral.
- B. Students will discuss various musical elements associated with differing styles and be able to aurally recognize those styles when played or sung.
- C. Students will study ISSMA sight reading materials used at Organizational Contest.
- D. Students will sight read rhythmic and melodic lines in 3 parts. Students will use Kodaly hand signs.
- E. Students will participate in planning costume, dance and accompaniment elements for the Spring Concert.
- F. Students will sing warm-ups and relate concepts of the exercises with literature being studied.

May

- A. Students will relate understanding of lyrics of songs studied, including historical reference, composer intent, main idea, and key words.
- B. Students will identify Italian words and expressive symbols in a given music piece.
- C. Students will rehearse for and perform in the Spring Concert.
- D. Students will study ISSMA sight reading materials to prepare for future contest performances.
- E. Students will participate in end of the year evaluations, individual growth inventory, goal setting the future.
- F. Students will compare and contrast two performances and use music vocabulary to describe differences.
- G. Students will relate expected audience reaction to a given performance and demonstrate a clear understanding of what a given piece should convey in mood and content.