

CHINO VALLEY UNIFIED SCHOOL DISTRICT

INSTRUCTIONAL GUIDE

BASS CLEF/MEN'S GLEE

(Formerly Glee Club)

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| Course Number | 5781 |
| Department | Visual & Performing Arts |
| Prerequisite | Audition or teacher recommendation |
| Length of Course | One year |
| Grade Level | 10 - 12 (Consideration will be given to higher ability 9 th graders) |
| Credit | 10 credits/Visual & Performing Arts |
| Repeatable | May be repeated for an additional thirty (30) credits |
| Board Approved | March 21, 2002 |

Description of Course - This course provides a broad overview of men's choral music. Students will develop advanced choral skills, poise, and self-confidence by performing three and four part secular and sacred music of different historical periods and languages. This course is aligned with the State of California Visual and Performing Arts Standards.

Standard 1 - Artistic Perception: Processing, analyzing, and responding to sensory information through the language and skills unique to music.

- 1.1 Objective: Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.
 - 1.1.1 Performance Indicator: Students will read a vocal score of up to four parts and explain how the elements of music are used.
 - 1.1.2 Performance Indicator: Students will listen to, identify, rehearse and expand repertoire and appreciation for widely diverse choral literature.
 - 1.1.3 Performance Indicator: Students will demonstrate intermediate knowledge and skills in employing the elements of music notation, rhythm, pitch and vocal technique.
 - 1.1.4 Performance Indicator: Students will demonstrate intermediate sight-singing capability within a multiple part score.

Standard 2 - Creative Expression: Creating, performing, and participating in music.

- 2.1 Objective: Students apply vocal skills in performing a varied repertoire of music.
 - 2.1.1 Performance Indicator: Students will sing and perform with accurate expression, utilizing fundamental principles of dynamics, phrasing, crescendo and diminuendo.
 - 2.1.2 Performance Indicator: Students will sing and perform a widely varied music repertoire written in three or four parts with and without accompaniment from memory.
 - 2.1.3 Performance Indicator: Students will sing in small groups, with one performer for each part.
 - 2.1.4 Performance Indicator: Students will demonstrate, through singing and performing, the proper vocal technique, correct style, meter, and intonation.

Standard 3 - Historical and Cultural Context: Understanding the historical contributions and cultural dimensions of music.

- 3.1 Objective: Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.
 - 3.1.1 Performance Indicator: Students will develop both knowledge and experience with the music of multiple cultures and historical periods.
 - 3.1.2 Performance Indicator: Students will develop a wider appreciation for the role of music as it reflects culture, experience, and history.
 - 3.1.3 Performance Indicator: Students will perform from various cultures and time periods.

Standard 4 - Aesthetic Valuing: Responding to, analyzing, and making judgments about works of music.

- 4.1 Objective: Students critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.
 - 4.1.1 Performance Indicator: Students will apply knowledge, skills, understanding, and experience in making critical judgments about musical art.
 - 4.1.2 Performance Indicator: Students will evaluate a performance.

Standard 5 - Connections, Relationships, Applications: Connecting and applying what is learned in music to learning in other art forms and subject areas and to careers.

5.1 Objective: Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in, and related to, music.

5.1.1 Performance Indicator: Students will perform at formal concerts as scheduled.

5.1.2 Performance Indicator: Students will perform as necessary at school, festivals, and/or competitions, and in the community, as scheduled.

5.1.3 Performance Indicator: Students will research career opportunities in music.