**Course Guide: Concert Choir**

**Core Learning Targets:**

1. I can demonstrate proper posture and breathing technique for vocal production.

2. I can perform scales and triads on solfege syllables with correct intonation.

3. I can perform my part in a choral piece with correct pitches and rhythms.

4. I can sightread music at a basic level.

5. I can use proper diction while singing.

**Unit Learning Targets:**

*Content/Knowledge:*

1. I can demonstrate knowledge of certain basic tenants of music theory, including notes, key signatures, time signatures, and musical terms.

2. I can identify major and minor scales and triads aurally.

3. I can identify written diatonic intervals.

4. I can explain mathematical relationships between rhythmic note symbols (whole note through 16th note).

5. I can use the International Phonetic Alphabet to label certain vowels.

*Skills:*

1. I can demonstrate aspects of music theory, including tempo, dynamics, and meter, through conducting patterns and experiences.

2. I can use scales, syllables and patterns to warm-up my voice independently.

3. I can sight read basic musical examples.

4. I can clap or speak rhythmic exercises.

5. I can demonstrate proper vowel and consonant formation.

*Process:*

1. I can begin to process the relationships between posture, breathing technique, and intonation.

2. As I begin to understand conducting patterns and left hand conducting technique, I can realize the importance of silent communication with an ensemble, keeping a steady and consistent tempo, develop confidence and leadership skills.

3. By preparing for vocal evaluations and auditions, I can develop the practice habits and self discipline necessary to achieve a higher skill level as a singer.

4. With a thorough understanding of music theory, I can work out rhythmic problems.

5. As I acquire knowledge and ability with vocal diction, I can begin to understand the relationship between diction, tone quality and intonation.

**Common Assessments:**

Formative:

* Individual performance on vocal evaluations
* Successful group participation in concert performances
* Development of positive work ethic

Summative:

**Feedback Practices:**

Tools:

* Vocal evaluation forms

Techniques:

* Going over written theory tests
* Examining sightreading attempts immediately for corrections and hints

Timeline:

* Vocal evaluation forms returned immediately

**Interventions:**

**(GQ#4: How do we respond when students are not successful?)**

Instructional Adjustments:

Student Learning Adjustments: