



Choir: General Syllabus

Development of Vocal and Choral Skills at varied levels depending on which Choir

- Choral Warm-ups and exercises for vocal technique and development
- Solfegge as a method of sight-singing and ear-training
- Proper posture
- Breathing techniques
- Correct methods of vocalization
- Proper formation of vowel sounds essential to good singing
- Diction
- Choral rehearsal etiquette
- Reading of choral scores
- Gradual development of skills in harmonization/parts
- Intonation

Development of Knowledge and Application of Music Theory at varied levels depending on which Choir

- Clefs, Notation
- Keys and Key Signatures WITH Application to Solfegge -- Sight-read keys up to 5 flats, 5 sharps; Begin sight-read in minor keys
- Rhythms – mastery of dotted quarter and eighth patterns, dotted eighth and sixteenth patterns, corresponding rests; study of eighth note triplet patterns; development of syncopated rhythm skills; quarter note triplet patterns
- Varied Meters
- Scales, chords, and chord progressions for Advanced Level I vocalist -
- Major scales, chromatic scale, harmonic minor scale, major and minor chord recognition; I, ii, iii, IV, V, vi, and vii chords in solfegge; chord progression patterns; beginning jazz scales, beginning jazz chord patterns
- Increase interval recognition to concepts outside of solfegge

- Increased use of melodic and rhythmic dictation to further develop eartraining and to extend to possible original composition

Development of Musicianship and Creative Expression

- Musical Phrasing
- Music as a means of communication
- Blending with others
- Dynamic interpretation
- Stylistic interpretation
- Musical terminology as given in the Core Knowledge sequences for 5-8

Character Building

- Team concept
- Traits to be promoted: humility, diligence, responsibility, respect, self-control, graciousness, and kindness, to mention a few

Development of Repertoire

Rehearsal and eventual performance of a selected group of aesthetically valuable choral pieces that vary in style while promoting musical growth. These may include:

- Pieces from classical music literature
- Music with the text set in other languages
- Folk music from America and other cultures
- Music reflecting national and world history such as spirituals, music of the 30's, 40's, & 50's, jazz, etc.
- Seasonal music such as Christmas music
- Pieces from musical theatre
- Choral repertoire selected for its teaching value
- Other contemporary and traditional pieces chosen to bring in a variety of styles and moods
- Identification of musical styles and various musical periods
- Students' previous training in identifying the music of various composers, periods, and styles will be reinforced and supplemented while repertoire is being built.
- Students may be introduced to some musical styles and time periods that were not previously studied in earlier grades.

- Visual Art and its history will be integrated into lesson plans as a part of TCA's Art/Music Appreciation requirement
- The Voice as an instrument
- Basic knowledge of the voice and how it produces sound
- Proper care of the voice

Grading and Assessment: percentages are approximate.

- Students will demonstrate progress or achieve proficiency in the following areas. (It is expected that student skill levels will vary.)
- Sight-singing through knowledge of notation and the solfège method
- Ear-training: recognition of intervals and the ability to sing them through use of the solfège method as well as theory study
- Rhythm – reading and executing rhythm patterns of gradually increasing difficulty
- Proper Vocal Technique as evidenced by progress in breathing, posture, vowel production, positions of palate, jaw, etc.
- 15% : formal assessments of the above mentioned skills

Rehearsal Participation /Effort/ Attitude

- Given the participatory nature of the choral experience, the following factors will influence the student's grade:
- 40% Daily Skills : include but are not limited to: habit of attention to pitch, vowels, breath, posture, conductor direction, dynamic details, and vocal technique; work ethic,
- 5%: Art/Music Appreciation activities or assignments
- 10% : teamwork -- observation of habits of: assisting or requesting assistance, gathering into small sections for sound and pitch work, verbal encouragement of the section/team, verbal reminders to the section/team
- 5%: initiative – questions, volunteerism, etc.
- 5%: miscellaneous

Performances

- 20% : attendance, performance attire, performance etiquette