

# Bass Choir

Central High School East/West (050975)

▲ Forwarded awaiting submission

## Basic Course Information

|                                      |  |
|--------------------------------------|--|
| <b>Title:</b>                        | Bass Choir                             |
| <b>Transcript abbreviations:</b>     | Bass Choir                             |
| <b>Length of course:</b>             | Full Year                              |
| <b>Subject area:</b>                 | Visual & Performing Arts ("f") / Music |
| <b>Integrated (Academics / CTE)?</b> | No                                     |
| <b>Grade levels:</b>                 | 9th, 10th, 11th, 12th                  |
| <b>UC honors designation?</b>        | No                                     |
| <b>Course learning environment:</b>  | Classroom Based                        |

## Course Description

### Course overview:

This course is a bass-voiced ensemble for beginning singers. No auditions are necessary, and it is a great place for a first year singer. Your voice part will be assessed during the first week of school. Choral music will be used to teach vocal techniques, ear training, and music reading. Students will be taught to sing as an ensemble in preparation for several concerts. Choral selections from the Renaissance to present-day popular music in three-and-four-part singing are prepared and performed for at least one concert each semester. Members are expected to assume the necessary self-discipline and responsibilities that contribute to such an organization. This course may be repeated for credit.

### Prerequisites:

None

### Co-requisites:

None

### Course content:

#### Unit 9: Twenty-first century skills transferable to the workplace within other Visual and Performing Arts disciplines

Students will demonstrate needed disciplines and expectations in obtaining a job in music and other related fields. This will include non-musical skills and attributes such as proper grooming, manners, courtesy, honesty and ethical standards, punctuality, good attendance, developing great communication skills, listening and writing skills, following directions, persistence, problem-solving skill, collaborating with others, work place attitude, respect and more. Students will develop musical skills needed to perform in and around the community.

Students will research and present a specific field in music for specific requirements and experience. They will perform as a choir member or small group member throughout the year with the same discipline and expectations as for professional singers with the same job.

#### Unit 8: Music history and performance practice

Students will explore and perform choral literature from major Western music periods and other cultures. Western musical periods will cover music from Medieval (450~1450), Renaissance (1450~1600), Baroque (1600~1750), Classical (1750~1825), Romantic (1825~1900) and Contemporary/Twentieth century (1900~present). Other culture music will cover music in languages other than English. Students will perform all of their music in correct style and rules based on the time when it was originally composed.

Specific lessons will come throughout the year to apply specific or additional knowledge to the music being learned and performed. For example, when performing "Hoj, Hura, Hoj," students will learn about Czech and usage of folk songs in herding cows.

### Unit 7: Aesthetic valuing

Students will gain exposure to varied musical textures, styles, periods and composers. They will develop critical evaluation abilities and learn to justify value judgments. They will participate in an annual SCVA festival and/or other festivals to challenge other high school choirs in evaluating the merits of each in an articulated manner.

Students will perform multiple choral literature with aesthetically pleasing and correct manner.

### Unit 6: Vocal technique and choral technique

Students will demonstrate proper posture, breathing technique and vocal production appropriate for healthy vocal performance within choral setting. Fundamental vocal techniques will be used on daily basis. Students will utilize proper choral techniques such as diction and timbre in their daily rehearsal and concerts.

Students will perform concerts using proper vocal techniques and choral techniques.

### Unit 5: Musical repertoire

Students will perform choral literature from Renaissance to modern era that is deemed appropriate for current singers in the ensemble. Students will explore various genres of music by preparing them for each concert. Music selected for each of the year's concerts will have varying levels of difficulty, increasing as student' skills develop. Choral repertoire will include texts in languages other than English.

Students will perform given repertoire at concerts.

### Unit 4: Rehearsal etiquette and performance discipline

Students will demonstrate proper choral concert etiquette at each performance, on and off campus. They will attend and observe other choral performers and their etiquette throughout the year. Etiquette standard will be aligned to CMEA rubrics. Students will prepare for each performance through high standard choral discipline such as rehearsal expectations and proper procedure in learning a new choral literature.

Students will attend choral performance and describe its setting. They will share the appropriate or inappropriate behaviors observed in the performance. They will demonstrate proper etiquette by following appropriate behaviors and minimizing inappropriate behaviors.

### Unit 3: Music theory part 2: Dictation and sight singing

Students will identify tonic in their given music. They will sing their parts using movable solfeggio and Curwen hand signs. Students will practice sight singing on almost daily basis throughout the year. Students will identify frequency and duration of notes by listening only.

Students will progress in sight singing skill throughout the year. Students will notate single voiced 4-bar diatonic music.

### Unit 2: Music theory part 1: Note names, rhythm, clefs, musical vocabulary, voice parts and musical structure

Students will identify music notes on treble clef. They will demonstrate their understanding of musical vocabulary through their vocal performance. Students will identify and sing correct voice part on 2~4 part treble voiced choral music.

Students will write note names of their voice part on the given sheet music. Students will define musical vocabulary on the sheet music.

### Unit 1: Classroom rules and performance requirements

Students will be given general classroom rules, grading standards, performance requirements and performance dates. Students will understand their role in maintaining and care of school-owned uniforms and sheet music. Students will identify their voice part.

Students will write their vocal range and identify their voice part in 2~4 part treble music. Students will write their individual and class goals.

## Course Materials

### Manuals

| Title | Author | Publisher | Edition | Website | Read in entirety |
|-------|--------|-----------|---------|---------|------------------|
|-------|--------|-----------|---------|---------|------------------|

|  |                  |                            |      |           |    |
|--|------------------|----------------------------|------|-----------|----|
| Sing Legato                                | Kenneth Jennings | Neil A. Kjos Music Company | 1982 | [ empty ] | No |
| Vaccai Practical Method of Italian Singing | Nicola Vaccai    | G. Schirmer                | 1975 | [ empty ] | No |
| Other                                      |                  |                            |      |           |    |

| Title          | Authors | Date      | Course material type | Website   |
|----------------|---------|-----------|----------------------|-----------|
| Choral Octavos | Various | [ empty ] | Scores               | [ empty ] |

# Additional Information

## Course Author:

jacob bailey  
Teacher  
jbailey@centralusd.k12.ca.us  
2094042800 ext.

## Comment to UC: