

Show Choir

Instructor(s):

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Course Description

Show Choir is an auditioned group of student singers, grades 9-12, that focuses on vocal skills and technique, basic dance and movement, and showmanship. The course focuses on styles of classic and contemporary music, musical theater, jazz, a cappella, and more. Show Choir is a “lab” class with the majority of class time spent studying and working on performance pieces. The Show Choir has a variety of required performance opportunities outside of the school day throughout the year, including but not limited to school events and assemblies, regional and state competitions, and collaboration opportunities with other area high schools. Auditions are held in the spring for the following school year.

The following units work in tandem with each new piece of material we approach.

****THIS DOCUMENT IS SUBJECT TO CHANGE****

Full Year / 1 Credit

Graduation Standards: (the number of the standard is referenced in the performance indicators listed in each unit.)

A. DANCE

- B1 - Select, analyze, and interpret artistic work for presentation
- B2 - Develop and refine artistic technique and work for presentation
- B3 - Convey meaning through the presentation of artistic work

B. MUSIC

- A1 - Listen to, apply criteria, and interpret the artist's intended meaning
- A2 - Interpret and express music through movement
- C1 - Perform a rich and diverse repertoire of music
- C2 - Apply criteria and feedback to rehearse and re-create musical experiences
- D1 - Audiate and communicate musical ideas
- D2 - Read and communicate musical ideas using terms and symbols
- E3 - Refine and complete musical work

E. THEATRE

- A1 - Generate and conceptualize artistic ideas and work
- A2 - Organize and develop artistic ideas and work
- A3 - Refine and complete artistic work

B3 - Convey meaning through the performance/presentation of artistic work
E1 - Develop and demonstrate disciplinary literacy

Unit 1 Song Study	
Summary	Students will study, learn about, rehearse, and perform musical selections in a variety of different styles and from a variety of different time periods to broaden their skills and knowledge as vocal musicians. Proper vocal technique is explored during song study depending on the demands of each piece. Historical context of music is also explored where applicable.
Performance Indicators Assessed in Unit	<p>B. MUSIC</p> <p>A1 - Listen to, apply criteria, and interpret the artist's intended meaning</p> <p>C2 - Apply criteria and feedback to rehearse and re-create musical experiences</p> <p>E3 - Refine and complete musical work</p> <p>E. THEATRE</p> <p>A2 - Organize and develop artistic ideas and work</p> <p>B3 - Convey meaning through the performance/presentation of artistic work</p> <p>E1 - Develop and demonstrate disciplinary literacy</p>
Understandings:	
<ul style="list-style-type: none"> Key elements of choosing songs for performance 	<ul style="list-style-type: none"> Proper rehearsal and vocal technique to prepare for performance
Unit 2 Sight Singing and Ear Training	
Summary	Students will learn to read music by learning how to interpret musical notation symbols while applying their knowledge while learning new pieces.
Performance Indicators Assessed in Unit	<p>B. MUSIC</p> <p>C1 - Perform a rich and diverse repertoire of music</p> <p>C2 - Apply criteria and feedback to rehearse and re-create musical experiences</p> <p>D1 - Audiate and communicate musical ideas</p> <p>D2 - Read and communicate musical ideas using terms and symbols</p>
Understandings:	
<ul style="list-style-type: none"> Vocal technique and aural skills required for singing in an ensemble or as a soloist. 	<ul style="list-style-type: none"> How to interpret basic musical notation symbols Notation and terminology
	<ul style="list-style-type: none"> Read basic lines of music fluently. Develop an understanding of music theory and its connection to

			performance.
Unit 3	Movement and Choreography		
Summary	Students will learn appropriate movement and choreography to musical selections. Proper dance technique is explored depending on the demands of each piece. Historical context of choreography and storytelling is also explored where applicable.		
Performance Indicators Assessed in Unit	<p>A. DANCE</p> <p>B1 - Select, analyze, and interpret artistic work for presentation</p> <p>B2 - Develop and refine artistic technique and work for presentation</p> <p>B3 - Convey meaning through the presentation of artistic work</p> <p>B. MUSIC</p> <p>A2 - Interpret and express music through movement</p> <p>E. THEATRE</p> <p>A1 - Generate and conceptualize artistic ideas and work</p> <p>A3 - Refine and complete artistic work</p>		
Understandings:		Students will know...	Students will be able to...
<ul style="list-style-type: none"> Students will gain understanding and develop appreciation of dances of various styles that align with musical selections. 		<ul style="list-style-type: none"> Fundamental techniques and vocabulary in styles of movement for the stage. 	<ul style="list-style-type: none"> Create a lifelong appreciation and enjoyment of a different type of health-related fitness. Create movement pieces that express personal ideas and feelings. Perform musical selections in a variety of different styles, incorporating movement, voice, and storytelling for an audience.
<p style="text-align: center;"><u>Summative Assessments/Retake</u></p> <ul style="list-style-type: none"> Summative assessments will count as 70% of the grade. Students have the opportunity to retake summative assessments. The student must submit a retake form to the teacher within five (5) school days of the date that the summative assessment score is reported to the student. The highest score a student can receive on a retake or late assessment is a 75. The score achieved on a retake will replace the current score (even if the score is lower). If a student is making up a test from an absence, that assessment will be graded up to 100. <p>● Public performances will function as summative assessments and will constitute 70% of the grade. If a performance is missed due to a legitimate reason, an alternate assignment consisting of a research paper or</p>			

presentation must be completed within 5 days of returning to school.

Make-up Work

Upon their return to school from an absence, it is the student's responsibility to secure make-up work from their teacher. The due date of the missed work will be one additional class period for each day of absence from that class or at the discretion of the teacher.

Grading of Formative Assessments

- Formative assessments will count as 30% of the grade.
- Formative assessments may be scored on either a 0-100 scale or a 0-4 scale.
- The 0-4 scale will be represented in Power School as 4=100, 3=87, 2=77, and 1=67.
- The method of scoring of formative assessments will be determined by assignment.

Finals / Midterms

An end of course Final Exam will be conducted, making up 10% of the students overall grade.