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Definitions

CALPADS	California Longitudinal Pupil Achievement Data System
CTE Technical Prep	A course within a CTE technical career pathway or program that has been articulated with a postsecondary education or through an apprenticeship program of at least 2 years following secondary instruction.
Instructional Level Code	Represents a nonstandard instructional level at which the content of a specific course is either above or below a 'standard' course instructional level. These levels may be identified by the actual level of instruction or identified by equating the course content and level of instruction with a state or nationally recognized advanced course of study, such as IB or AP.
Instructional Level Honors, UC Certified	Includes all AP courses.
Instructional Level Honors, non UC Certified	Requires Board approval.
Instructional Level College	Includes ACE courses. Equivalent to college course and content, but not an AP course. Not related to section, but to course.

EDUCATIONAL SERVICES

Course Title: General Chorus

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EDUCATIONAL SERVICES

Department: **VAPA**

Course Title: **General Chorus**

Course Number: **0660**

1.0 Artistic Perception

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Processing, analyzing, and responding to sensory information through the language and skills unique to music. Students read, notate, listen to, analyze, and describe music and other aural information, using terminology of music.

- 1.1 Read an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 Transcribe simple songs when presented aurally into melodic and rhythmic notation
- 1.3 Sight-read music accurately and expressively (level of difficulty: 1-3 on a scale of 1-6)
- 1.4 Analyze and describe the use of musical elements and expressive devices (e.g., articulations, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 Identify and explain a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 Analyze the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students should be able to:

List and define the elements of music (melody, harmony, rhythm, tone, form, tempo, and dynamics) and musical devices (articulation, dynamic markings, tempo markings) and be able to discuss examples in the repertoire and analyze how these are used in aural examples.

Sight-read and notate rhythms that include whole, dotted half, half, dotted quarter, quarter, eighth notes and equivalent rests in 2/4, 3/4, 4/4 and 6/8 time signatures.

Sight-sing step wise melodies in major keys using above rhythms in solfeggio.

Learn, analyze, describe, map form, and perform music of diverse genres, styles, and cultures.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

May include but not limited to:

Direct Instruction
Immediate and Specific Feedback
Student Modeling and Peer Tutoring
Small Group Instruction
Think, Pair, Share
Critical Reading Strategies
Tracking and Decoding
Use of Primary Source Documents and Recordings

Assessments: Describe the Formative and Summative assessments that will be used to demonstrate learning and mastery of the standards.

May include but not limited to:

Formative:

Class Discussion
Informal Authentic Assessment
Student Reflection
Individual Assessment (Parts, Sight-reading, Memorization)

Summative:

Concert and Festival Performances
Formal Authentic Assessment
Variety of Quizzes and Tests
Individual Assessment (Parts, Sight-reading, Memorization)

Interventions: Describe methods used to support students who fail to master unit Formative and Summative assessments.

May include but not limited to:

One-on-one instruction
Peer tutoring
Audio-visual supports
Web Based Programs or Videos (for additional reinforcement)
Modified Pacing/Requirements
Modified Seating
Student-Parent Conference

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2.0 Creative Expression

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Students apply instrumental musical skills in performing a varied repertoire of music.

2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 1-4 on a scale of 1-6).

2.2 Sing music written in three or four parts with and without accompaniment.

2.3 Sing in small ensembles, with one performer for each part.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Perform varied repertoire with expression and technical accuracy.
2. Demonstrate through observation and/or evaluation correct vocal techniques.

Instructional Strategies: Indicate how the Instructional Strategies support the delivery of the curriculum and the course goals. Indicate how assignments support the Common Core State Standards.

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3.0 Historical and Cultural Context

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Understanding the historical contributions and cultural dimensions of music. 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: Identify the sources of musical genres.

3.2: Explain the various roles that musicians performs, identify representative individuals who have functioned in each role, and explain their activities and achievements.

3.3: Diversity of music. Describe the differences between repertoire styles.

3.4: Perform music from various cultures and time periods.

3.5: Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Perform musical literature from varied cultures and genres.
2. Describe music from various cultures and genres.

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4.0 Aesthetic Valuing

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Responding to, analyzing, and making judgements about works of music. Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities and human responses.

4.1: Develop specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, and arrangements and apply those criteria in personal participation in music.

4.2: Evaluate a performance, composition and arrangement by comparing each with an exemplary model.

4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.

4.4: Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of the course, students will;

1. Critically analyze and evaluate musical performances, compositions and arrangements.
2. Attend and critically evaluate performances.
3. Listen to and evaluate musical recordings.

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5.0 Connections, Relationships and Applications

Unit Title:

Content Area Standards (Please identify the source): List content standards students will master in this unit.

Connecting and applying what is learned in music to learning in other art forms and subject areas and careers. Students apply what they learned 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 skill. They also learn about careers in and related to music.

5.1: Explain how elements, artistic processes and organizational principles are used in similar and distinctive ways in the various arts.

Unit Outline: A detailed descriptive summary of all topics covered in the unit. Explain what the students will learn, know and be able to do.

By the end of this course, students will;

1. Identify ways in which principles and subject matter of other disciplines in school interrelate with those of music.
2. Experience community musical resources and programs.
3. Experience career opportunities in music.

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