



# Buffalo Public Schools

## High School Chorus Curriculum

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**\*\*Since the nature of the choral classroom is one with students at varying levels of skill, knowledge and ability, this curriculum represents a one year scope, allowing the teacher to adapt and modify lessons for more advanced students. (See Appendix for Suggested Resources and Materials)\*\***

BUFFALO PUBLIC SCHOOLS MUSIC CURRICULUM			HIGH SCHOOL CHORUS		
Ear Training/Sight Singing	Vocal Production/Technique	Music Literacy	Performance	Ensemble Skills	History/Culture
<p><b>Rhythm:</b> Read and count</p>  <ul style="list-style-type: none"> <li>• <b>Define:</b> rhythm, steady beat, duration, time signature, meter, tempo</li> <li>• <b>Perform</b> using a counting system (Kodaly, Gordon, etc.)</li> <li>• <b>Read and perform</b> rhythmic patterns and exercises to a steady beat</li> </ul> <p><b>Time Signatures:</b> 4/4, 3/4, 2/4, 6/8</p> <p><b>Sight Reading:</b></p> <ul style="list-style-type: none"> <li>• <b>Define:</b> sight singing; audiation, solfege, Curwen, interval, half step, whole step, clef, staff, key signature, diatonic, major, minor, chromatic</li> <li>• <b>Perform and demonstrate</b> knowledge of a Standard Tonal System (solfege, numbers, etc.)</li> <li>• <b>Perform</b> exercises and patterns using a tonal system</li> <li>• <b>Perform</b> passages from repertoire appropriate to developmental level</li> <li>• <b>Perform</b> improvised warm-ups and exercises</li> </ul>	<p><b>Posture:</b></p> <ul style="list-style-type: none"> <li>• <b>Demonstrate</b> proper body alignment for optimal vocal production and relaxation</li> <li>• <b>Perform</b> stretching and movement exercises</li> </ul> <p><b>Breathing:</b></p> <ul style="list-style-type: none"> <li>• <b>Define:</b> posture, support, diaphragm, tone, and placement</li> <li>• <b>Perform</b> unpitched exercises with focus on diaphragmatic breathing and relaxation</li> </ul> <p><b>Production/Technique:</b></p> <ul style="list-style-type: none"> <li>• <b>Define:</b> intonation, diction, articulation, balance, blend, tone, resonance, range, projection, and vibrato</li> <li>• <b>Perform</b> pitched and unpitched exercises while incorporating above vocabulary</li> <li>• <b>Demonstrate</b> ability to sing on pitch alone and with others</li> <li>• <b>Produce</b> a clear, focused, resonant tone throughout range</li> <li>• <b>Produce</b> open and pure vowels for a mature sound</li> <li>• <b>Produce</b> articulated consonants</li> <li>• <b>Balance and blend</b> voice with section and ensemble</li> <li>• Smoothly <b>sing</b> through and demonstrate knowledge of chest, middle, and head/falsetto voices</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Identify and define</b> standard music notation and symbols associated with rhythm, pitch, dynamics, expression, articulation, phrasing, tempo, expression and form</li> <li>• <b>Apply</b> knowledge of notation and symbols when evaluating, listening to and performing repertoire</li> <li>• <b>Create</b> connection to composer's intent in repertoire through musicality</li> <li>• <b>Demonstrate</b> knowledge of tonality/mode, key signature and time signature in repertoire</li> <li>• <b>Identify</b> form in repertoire</li> <li>• <b>Identify</b> parts of a choral piece of music. (Introduction, Voice Parts, Accompaniment, etc.)</li> <li>• <b>Follow</b> a score of up to four parts while listening to and evaluating a performance of the repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Define:</b> melody, harmony, soprano, alto, tenor, bass, ensemble, and accompaniment</li> <li>• <b>Perform</b> varying pitched and unpitched warm-ups</li> <li>• <b>Sing</b> varying repertoire representing different musical styles</li> <li>• <b>Perform</b> songs scored for a variety of voicings appropriate to developmental level</li> <li>• <b>Sing</b> with proper vocal production/technique</li> <li>• <b>Perform</b> with expression</li> <li>• <b>Demonstrate</b> knowledge of following a score and musical markings</li> <li>• <b>Perform</b> with proper posture, facial expression, and body language</li> <li>• <b>Demonstrate</b> appropriate rehearsal and performance etiquette</li> <li>• <b>Evaluate</b> and reflect on individual and ensemble performance</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Demonstrate</b> ability to accurately sing individual parts</li> <li>• <b>Demonstrate</b> ability to blend and balance within a vocal section</li> <li>• <b>Respond</b> appropriately to gestures of a conductor</li> <li>• <b>Sing</b> with clear diction, uniform vowels and articulated consonants</li> <li>• <b>Demonstrate</b> knowledge of how to improve vocal and ensemble skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Compare</b> vocal music in the United States, Western European tradition and other cultures of the world.</li> <li>• <b>Discuss</b> historical and cultural significance of vocal music</li> <li>• <b>Describe</b> stylistic characteristics of music that define its cultural, historical, and aesthetic context</li> <li>• <b>Select</b> repertoire representative of a variety of styles, cultures, and languages</li> <li>• <b>Demonstrate</b> understanding of how song texts relate to the music</li> <li>• <b>Demonstrate</b> knowledge of how technology has impacted vocal music</li> </ul>

**Scales:**

Diatonic major, diatonic, natural minor, harmonic minor, chromatic

**Intervals/Triads:**

Major/Perfect Diatonic intervals (ascending and descending)

I, IV and V(7) triads

**Ear Training:**

- Aurally **identify** diatonic scales: major, natural minor, and harmonic minor
- Aurally **identify** diatonic major intervals including: PU, M2, M3, P4, P5, and P8, tonic, subdominant, and dominant triad

- **Perform** using appropriate phrasing
- **Demonstrate** knowledge of proper voice care

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**SUGGESTED VOCABULARY AND TERMS BY CATEGORY**

Listening, Analyzing and Responding	Creating and Composing	Musical Signs/Symbols	Form	Ensemble/Performance Skills	Notation
audiation contrast metacognition reflection	improvisation composing/composer arranger sequences tonality	accent breath mark caesura chord crescendo	AB/ABA/ABACA, etc. al fine bridge call/response canon	a cappella accent accompaniment accompanist balance	bar line bass clef chord symbols chromatic scale double bar line
<p style="text-align: center;"><b>Aural Perception</b></p>	major minor	decrescendo dynamics	chorus coda	blend conductor	embellishment “F” clef
audiate aural chord ear training half step interval key mode pattern scale sight singing solfege tonality triad whole step	pentatonic introduction coda variations  <p style="text-align: center;"><b>Tempo</b></p> accelerando adagio allegro andante largo moderato presto ritardando vivace	fermata forte (f) fortissimo (ff) legato mezzo forte (mf) mezzo piano (mp) phrase mark pianissimo (pp) piano (p) portamento repeat sign rubato scoop sharp slur staccato subito tie	d.c.al fine dal segno da capo first and second endings motive musical roadmap ostinato repeat theme solo theme and variations	ensemble focus harmony intonation melody performance etiquette phrasing posture repertoire unison	flat “G” clef grace note grand staff key signature Measure notation notes rests meter octave staff treble clef

Voice/Vocal Technique		Styles/Genres	Culture and History		
a cappella adducted Adam's Apple alto attack articulation arpeggio back phrasing baritone bass belting break breath control breath support catch breath cave chest resonance chest voice chorus clavicular breathing coloratura consonant contralto countertenor covering diaphragm diaphragmatic breathing diction diphthong dramatic emote ensemble enunciation epiglottis exercise/warm-up explosive consonants falsetto forced	forward phrasing glottal stop glottis improvisation intercostal breathing larynx mask mezzo-soprano middle voice/register mouth tones nasal nodes passagio placement posture projection pure note range repertoire register resonance scoop soft palate solar plexus solo soprano spinto tenor tessitura tone trill vanish vibrato vocal cords voiced consonants vowel consonants vowel warm-up	A cappella aria art song ballad bel canto Broadway cabaret classical country folk gospel hip hop jazz madrigal opera operetta parlando singing patriotic patter popular rock traditional	<b>Specific vocabulary relevant to the historical, geographical and cultural aspects of the repertoire that is being performed.</b>		

**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM**  
***Suggested Ear Training/Sight Singing Books and Methods:***

<b>Title</b>	<b>Author</b>
<i>Melodia</i>	Samuel Cole
<i>Music for Sight Singing</i>	Robert Ottman
<i>One Minute Sight Singing</i>	Ron and Holly Slabbink
<i>Sing at First Sight</i>	Andy Beck and Karen Farnum Surmani
<i>Building Choral Excellence: Teaching Sight Singing in the Choral Rehearsal</i>	Steven DeMorest
<i>Progressive Sight Singing</i>	Carol Krueger
<i>Successful Sight Singing</i>	Nancy Telfer
<i>A New Approach to Sight Singing</i>	Sal Berkowitz
<i>The Choral Warm-Up</i>	James Jordan
<i>333 Reading Exercises</i>	Zoltan Kodaly

**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM**  
***Suggested Ear Training/Sight Singing Websites and Apps:***

<b>Website/App</b>	<b>Content Description</b>
<a href="http://www.teoria.com">www.teoria.com</a>	Lessons and interactive music theory content
<a href="http://www.sightreadingmastery.com">www.sightreadingmastery.com</a>	Graded sight singing exercises for practice
<a href="http://www.thesightreadingproject.com">www.thesightreadingproject.com</a>	User created sight singing exercises
<a href="http://www.practicesightreading.com">www.practicesightreading.com</a>	Practice rhythm and melodies in your choice of levels, keys, and meters
<a href="http://www.noteflight.com">www.noteflight.com</a>	Online music notation software
<i>Music Tutor</i>	iTunes app
<i>Sightsing Choral Learning</i>	iTunes app
<i>Prima Vista Sightsinging</i>	Google Play app

**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM** ***Suggested Vocal Warm-up and Exercise Resources:***

<b>Resource</b>	<b>Description</b>
<i>Erie County Music Educators Choral Library</i>	Comprehensive library of choral music for free rental to ECMEA members – located at Maryvale HS in Cheektowaga
<i>JW Pepper</i>	Online sheet music purchasing ( <a href="http://www.jwpepper.com">www.jwpepper.com</a> )
<i>Sheet Music Plus</i>	Online sheet music purchasing ( <a href="http://www.sheetmusicplus.com">www.sheetmusicplus.com</a> )
<i>International Music Score Library Project</i>	Free public domain music ( <a href="http://www.imslp.org">www.imslp.org</a> )
<i>World Music Press</i>	Music from around the world ( <a href="http://www.worldmusicpress.com">www.worldmusicpress.com</a> )
<i>Earthsongs</i>	Multicultural choral music, recordings, and books ( <a href="http://www.earthsongchoralmusic.com">www.earthsongchoralmusic.com</a> )
<i>Singers.com</i>	Resources for solo and ensemble singers, teachers, and directors ( <a href="http://www.singers.com">www.singers.com</a> )
<i>Choralnet</i>	Professional networking site for global online choral community ( <a href="http://www.choralnet.org">www.choralnet.org</a> )
<i>Al Hemer Music</i>	Retail music store w/extensive choral music repertoire and resources – located in Orchard Park ( <a href="http://www.alhemer.com">www.alhemer.com</a> )

**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM** ***Suggested Repertoire Resources:***

<b>Title</b>	<b>Author</b>
<i>The Choral Warm-up Collection</i>	Sally K. Albrecht
<i>The Complete Choral Warm-Up Book</i>	Jay Althouse and Russell J. Robinson

**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM*****Music Organizations:***Erie County Music Educators Association (ECMEA) - [www.ecmea.org](http://www.ecmea.org)American Choral Directors Association (ACDA) - [www.acda.org](http://www.acda.org)National Association for Music Education (NAfME) - [www.nafme.org](http://www.nafme.org)National Association of Teachers of Singing (NATS) - [www.nats.org](http://www.nats.org)New York State School Music Association (NYSSMA) - [www.nyssma.org](http://www.nyssma.org)**BUFFALO PUBLIC SCHOOLS CHORUS CURRICULUM*****Music Publications:***Choral Director Magazine - [www.choraldirectormag.com](http://www.choraldirectormag.com)The Voice Magazine - [www.chorusamerica.org/publications/voice](http://www.chorusamerica.org/publications/voice)In Tune Monthly Magazine - [www.intunemonthly.com](http://www.intunemonthly.com)