

# Music: Advanced Chorus - Grades 9-12

Adopted 2018

## Creating

- 1 Generate and conceptualize musical ideas and works.** [HSAC.CR.1](#)
  - a Improvise rhythmic patterns in duple and triple meter and melodic patterns in major and minor tonality. [HSAC.CR.1.A](#)
  - b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). [HSAC.CR.1.B](#)
  - c Improvise variations of melodic phrases found in a varied repertoire of music. [HSAC.CR.1.C](#)
  - d Create physical movements for warm-ups and repertoire to distinguish various musical ideas. [HSAC.CR.1.D](#)
  - e Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. [HSAC.CR.1.E](#)
  - f Set short poetic phrases and texts to music. [HSAC.CR.1.F](#)
  - g Compose 4 measure melodies in major and minor tonalities, duple and triple meters, within the range of an octave, incorporating intervals of a third, fifth, and fourth, beginning and ending on tonic. [HSAC.CR.1.G](#)

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- 2 Organize, develop, and revise musical ideas and works.** [HSAC.CR.2](#)
  - a Share improvised, composed, or arranged pieces. [HSAC.CR.2.A](#)
  - b Refine improvised or composed pieces using student-created criteria. [HSAC.CR.2.B](#)

## Performing

- 1 Analyze, interpret, and select musical works for presentation.** [HSAC.PR.1](#)
  - a Utilize a rhythmic and melodic system to read and sing music appropriate to ability. [HSAC.PR.1.A](#)
  - b Identify and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing in context of repertoire and appropriate to style. [HSAC.PR.1.B](#)
  - c Notate rhythms, melodies and harmonies from aural examples that demonstrate understanding of characteristics of repertoire, utilizing a dictation method. [HSAC.PR.1.C](#)
  - d Read and notate music that demonstrates understanding of characteristics of repertoire, using available technology. [HSAC.PR.1.D](#)

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**2 Develop and refine musical techniques and works for presentation.** HSAC.PR.2

- a Demonstrate and explain how to produce a clear and free tone, with the body and breath working together, using accurate intonation. HSAC.PR.2.A
- b Demonstrate and explain how to sing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. HSAC.PR.2.B
- c Develop vocal continuity through passaggio and across vocal registers. HSAC.PR.2.C
- d Apply listening skills to adjust intonation, blend and balance in solo and/or ensemble singing. HSAC.PR.2.D
- e Describe and explain elements of vocal health, including proper use and physiological needs. HSAC.PR.2.E
- f Demonstrate how to adjust vowel and consonant sounds independently to enhance ensemble performance. HSAC.PR.2.F
- g Demonstrate aural skills which address technical challenges, including matching pitch, improving intonation, and singing with attention to ensemble balance and blend, in three or more vocal parts. HSAC.PR.2.G

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**3 Convey meaning through the presentation of musical works.** HSAC.PR.3

- a Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music representing a diversity of cultures, style and historical eras. HSAC.PR.3.A
- b Demonstrate and respond to advanced-conducting patterns and gestures, representing composer and conductor intent. HSAC.PR.3.B
- c Sing selected music from memory for public performance at least twice per year. HSAC.PR.3.C
- d Exhibit appropriate rehearsal and performance etiquette. HSAC.PR.3.D

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**Responding****1 Perceive, analyze, and interpret meaning in musical works.** HSAC.RE.1

- a Analyze and describe a musical score in terms of rhythm, melody, and form. HSAC.RE.1.A
- b Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. HSAC.RE.1.B
- c Discuss the emotions and thoughts that music conveys. HSAC.RE.1.C
- d Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed) are important to a performance. HSAC.RE.1.D

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**2 Apply criteria to evaluate musical works.** HSAC.RE.2

- a Apply student-developed criteria to evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. HSAC.RE.2.A
  - b Reflect on the nature of rehearsal and performance in music through discussion and writing. HSAC.RE.2.B
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**Connecting**

**1 Synthesize and relate knowledge and personal experiences to make music.** HSAC.CN.1

- a Describe and discuss how participation in music can become a lifetime pursuit and/or develop analytical and creative thinking skills. HSAC.CN.1.A
  - b Discuss how a musician's interests, knowledge, and skills determine how they create, perform and respond to music. HSAC.CN.1.B
  - c Discuss the collaborative nature of the choral art. HSAC.CN.1.C
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**2 Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.** HSAC.CN.2

- a Analyze historical and cultural characteristics of a varied repertoire including world music. HSAC.CN.2.A
- b Describe, demonstrate, and analyze stylistic characteristics of a varied repertoire including world music through vocal performance. HSAC.CN.2.B
- c Analyze historical period, composer, culture and style of music presented in class. HSAC.CN.2.C
- d Discuss how distinguishing characteristics of repertoire connect us to history, cultures, heritage, and community. HSAC.CN.2.D
- e Discuss and apply appropriate audience etiquette and active listening in selected musical settings. HSAC.CN.2.E