



**FOREST LAKE AREA SCHOOLS  
FOREST LAKE, MN 55025**

**February 3, 2011**

**AGENDA ITEM: 9.4**

**TOPIC: SECOND READING OF NEW COURSE “SWING CHOIR”**

**BACKGROUND:** In the fall of 2010, curriculum discussions led to a .5 credit increase in the science requirement at 7<sup>th</sup> grade. This increase will take effect in fall of 2011. With the increase in 7<sup>th</sup> grade science, discussions around elective offerings at the Jr. High level led to the decision to offer 2 credits of elective choice for all 7<sup>th</sup> and 8<sup>th</sup> grade students, beginning in the fall of 2011. Elective departments have worked throughout the fall of 2010 to update current offerings or create new course offerings in elective areas. Some offerings will be tailored to mixed groups of 7<sup>th</sup> and 8<sup>th</sup> grade students, while some offerings will be offered to grade level students at either grades 7, 8 or 9.

**PROCESS:** Through the Music Curriculum Review process, the Music department decided to offer enrichment opportunities to broaden skill development in the area of performance, in addition to the skills and repertoire developed in traditional ensembles. This semester class would be open to any student also enrolled in Choir 9, Band 9 or Orchestra 9.

The School Board had the first review of this new course proposal at the January 6, 2011, meeting.

**RECOMMENDATION:** Approval of a new 9<sup>th</sup> grade elective course offering, “Swing Choir”, for 2011-12 school year.

## Secondary Course Outline

**Course Title:** Swing Choir

**Grade Level:** 9

### **Course Description:**

If you want to be in Glee Club, this is the class for you! This semester class is open to any student enrolled in Choir 9, Band 9, or Orchestra 9. Students in swing choir will perform a wide variety of two-, three-, and four-part music including madrigals, world music, jazz, and American popular music. Students will be introduced to basic choreography and learn to sing in a small group ensemble. Participants will perform in several day-time concerts in the community as well as a culminating evening show in May.

### **Standards Information:**

#### **Minnesota State Academic Standards for the Arts:**

##### 3. Artistic Process: Perform or Present

##### 1. Perform or present in a variety of contexts in the arts area using the artistic foundations.

1. Rehearse and perform an existing single complex work or multiple works of music from variety of contexts and styles alone and within small or large groups. (9.3.1.3.1)
2. Revise performance based on artistic intent, and using multiple sources of critique and feedback. (9.3.1.3.2)

### **Learner Outcomes:**

1. Students will rehearse and perform a variety of styles of two-, three-, and four-part music including American folk and popular music, madrigals, and world music in a small ensemble.
2. Students will learn and practice effective small vocal ensemble techniques in a variety of performance settings.
3. Students will be introduced to, practice, and perform basic dance steps and choreography used in musical theater.
4. Students will use multiple sources of critique and feedback as well as self-evaluation techniques to revise and improve their performance.
5. Students will listen to, analyze, and describe various musical excerpts.
6. Students will learn and display appropriate concert etiquette.

### **Course Content:**

#### **Pitch/Melody**

1. Explore and understand the adolescent changing voice
2. Sing appropriate vocal ranges
3. Sing written notes with pitch accuracy
4. Solfege skills
  - a. Sing and read “do” to “do”
  - b. Sing and read simple rhythms
  - c. Sing and read movable “do”

#### **Harmony**

1. Sing a variety of musical styles in unison, two-, three-, and four-part harmony.

#### **Rhythm/Meter/Tempo**

1. Sing written notes with rhythmic accuracy.
2. Perform music with a variety of time signatures.
3. Perform meter changes within a piece of music.
4. Sing music at various tempos

**Terms/Symbols**

1. Identify and apply various musical terms and symbols found in or relevant to music being performed.
2. Label notes of the treble and bass clef

**Form**

1. Perceive phrases as musical ideas.
2. Identify and label various musical forms found in and relevant to music being performed.

**Timbre**

1. Explore how different tone colors are used for different styles of music.

**Music History/Culture**

1. Explore the characteristics of at least one world music culture.
2. Ability to interpret the aesthetic importance of text in music.
3. Introduce and identify stylistic differences between traditional music and jazz music.

**Performance****Ensemble Development**

1. Demonstrate appropriate breath support, vowel formation, and phrasing
2. Increasingly improve ensemble and individual sight reading skills
3. Demonstrate ability to follow the conductor's gestures
4. Demonstrate proper care and maintenance for the voice
5. Demonstrate ability to sing in the head voice

**Rehearsal, Performance, and Audience Etiquette**

1. Demonstrate appropriate behavior for the ensemble setting
2. Define and demonstrate the skills necessary to effectively practice individually and as a small group.
3. Demonstrate appropriate etiquette while performing on stage and listening in the audience.

**Materials/Resources:**

1. Various grade appropriate unison, two-,three-, and/or four-part octavos
2. Piano
3. CD player
4. *Bruce Phelps Sight Singing Series*
5. Accompanist
6. Folders for music