Choir (2021)15-3
Choir (2021)15-5
Choir (2021)25-3
Choir (2021)25-5
Choir (2021)35-3
Choir (2021)35-5

Submitted By:

The Chinook's Edge School Division

Submitted On:

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Course Basic Information

Outline Number	Hours	Start Date	End Date	Development Type	Proposal Type	Grades
15-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
15-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
25-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-3	62.50	09/01/2021	08/31/2025	Acquired	Authorization	G10
35-5	125.00	09/01/2021	08/31/2025	Acquired	Authorization	G10

Course Description

Choir 15-25-35 is designed as an extension of the Choral Music 10-20-30 courses. Individual musical skills developed in Choral Music are reinforced, enhanced, and applied through participation in a large ensemble of similar or mixed voice (eg. SSA, SATB, SAB, etc). Choir is process-driven and gives students the opportunity to develop skills necessary to understand and communicate musically, culminating with ensemble performance opportunities. Students develop personal and collaborative goals as they participate in and refine personal and group practice routines, rehearsal, and performance. Furthermore, students experience, analyze and appreciate how choirs are a vehicle for communicating the emotional and intellectual intent of diverse repertoire, while provoking the same in both performer and audience. Genres could include but are not limited to the following and can be selected from multiple eras throughout history: madrigal, motet, mass, opera, spiritual, oratorio, cantata, fugue, requiem, gospel, pop, musical theatre, folk, and world music.

Choir 15-25-25 requires an acoustically appropriate facility large enough to accommodate a large ensemble and the following equipment: choir risers, piano, and a stereo system. There are no specifically required resources; however, a broad repertoire specifically written for choir ensembles is recommended.

Course Prerequisites

15: Choral Music 10

25: Choral Music 20 and Choir 15

35: Choral Music 30 and Choir 25

Sequence Introduction (formerly: Philosophy)

Choir is a collective artistic expression of our humanity, community, and history. Choir 15-25-35 engages students in a creative environment where they participate actively in the development of musical understanding and skills. Choir also provides students with the opportunity to expand their creativity through the interpretation and exploration of repertoire, techniques, and nuances that are specifically connected to the authentic performance of diverse historically and artistically significant music.

In Choir 15-25-35, students not only extend their vocal skills, but their ability to pay attention to, interpret, and respond to fellow musicians in a participatory way. Collectively, as ensemble members, students create music that is much more than the sum of the individual parts. Students are encouraged to develop awareness of themselves as musicians and members of the ensemble as they take creative risks through performance. Participation in a large ensemble engages students to synthesize and apply their understandings of technique and theory to a new, dynamic, and collaborative environment.

Student Need (formerly: Rationale)

The ensemble nature of Choir fosters creative collaboration, leadership, communication, problem-solving, self-expression, and individual responsibility. By working collaboratively in an ensemble setting, students learn to communicate effectively to build understanding, advance learning goals, and foster an increased individual contribution within a musical community. Through participation in the ensemble, students build confidence in their interactions with others while embracing the diverse abilities of their peers. Healthy collaborative relationships within a musical community foster the ability for students to set and reach collective goals and build resiliency.

Choir 15-25-35 is intended to provide Choral 10-20-30 students with the opportunity to perform music in a large ensemble. Practice, rehearsal and performance in a large ensemble offers students the opportunity to learn new musical skills and experience them within a unique performance environment and repertoire. The repertoire that can be performed by large ensembles is unique and allows students an authentic learning opportunity to extend their musicianship that cannot be replicated. Through the practice, performance, and critical listening of choral repertoire, students experience the many historical periods and styles presented by master musicians, composers, and arrangers. Repertoire could include but are not limited to: madrigal, motet, mass, opera, spiritual, oratorio, cantata, fugue, requiem, gospel, pop, musical theatre, folk, and world music.

Scope and Sequence (formerly: Learner Outcomes)

Choir 15-25-35 fosters the development of creative and collaborative competencies through active participation in large ensembles. The essential understandings focus on how the elements of music are related to communication and expression by the ensemble as a whole. The focus of each course is performance-based with outcomes that promote increased musical understanding, awareness, and interaction. The detail and specific demands required of students increases at each grade level. As well, the literature studied also becomes increasingly more challenging, requiring more comprehensive understanding and involving higher thought processes.

 The learning outcomes of Choir 15-25-35 are intended to be achieved through performance, reflection, and discussion.

Guiding Questions (formerly: General Outcomes

1   How can students demonstrate choral skills through performance of diverse repertoire?

2   How can students participate as a collaborative musician within a choir ensemble?

3   How can students critically reflect upon and respond to choir performance?

Learning Outcomes (formerly: Specific Outcomes)

1 How can students demonstrate choral skills through performance of diverse repertoire?	15-3	15-5	25-3	25-5	35-3	35-5
1.1 Identify and demonstrate basic technical vocal skills within a large ensemble setting including attention to vowel and consonant sound. (lifted palate, lowered larynx)	X	X				
1.2 Model basic technical vocal skills within a large ensemble setting including the use of vibrato to add vocal colour			X	X		
1.3 Refine specific technical vocal skills including balance, blend, and texture within a large ensemble setting.					X	X
1.4 Explore stylistic characteristics of multiple genres including timbre, tone quality, and articulation.	X	X				
1.5 Demonstrate stylistic characteristics of multiple genres including timbre, tone quality, and articulation.			X	X		
1.6 Refine stylistic characteristics of multiple genres including timbre, tone quality, and articulation.					X	X
1.7 Develop an understanding of good posture and breathing as they relate to singing.	X	X				
1.8 Demonstrate an understanding of good posture and breathing as they relate to singing.			X	X		
1.9 Effectively and consistently utilize good posture and breathing as they relate to singing.					X	X
1.10 Identify interpretation of varied genres and styles	X	X				
1.11 Demonstrate interpretation of varied genres and styles			X	X		
1.12 Apply a refined understanding of varied genres and styles to lead interpretation within the ensemble.					X	X
1.13 Identify and explore specific language elements in each performance pieces including diction, pronunciation, and accents.	X	X				
1.14 Demonstrate specific language elements in each performance pieces including diction, pronunciation, and accents.			X	X		
1.15 Model specific language elements in each performance pieces including diction, pronunciation, and accents.					X	X

	15-3	15-5	25-3	25-5	35-3	35-5
1.16 Identify musical vocabulary, concepts, and instructor directions and gestures.	X	X				
1.17 Respond musically to the instructor's direction and gestures.			X	X		
1.18 Respond musically and interpret the instructor's direction and gestures.					X	X
1.19 Utilizing beginner aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.	X	X				
1.20 Utilizing intermediate aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.			X	X		
1.21 Utilizing advanced aural discrimination skills, identify, and demonstrate responses and adjustments within the ensemble.					X	X

2 How can students participate as a collaborative musician within a choir ensemble?	15-3	15-5	25-3	25-5	35-3	35-5
2.1 Develop understanding of the use and care of the voice through personal practice routines.	X	X				
2.2 Demonstrate understanding of the use and care of the voice through personal practice routines.			X	X		
2.3 Effectively use and care of the voice through personal practice routines.					X	X
2.4 Develop creative and collaborative group practice routines including respect for ensemble members.	X	X				
2.5 Demonstrate effective, creative, and collaborative group practice routines including reflection on feedback.			X	X		
2.6 Model effective, creative, and collaborative group practice routines including articulating critical observations.					X	X
2.7 Develop appropriate rehearsal etiquette.	X	X				
2.8 Apply appropriate rehearsal etiquette.			X	X		
2.9 Model effective rehearsal etiquette.					X	X

3 How can students critically reflect upon and respond to choir performance?	15-3	15-5	25-3	25-5	35-3	35-5

Outcome	1	2	3	4	5	6
3.1 Demonstrate an emerging ability to analyze a choral performance as musician, ensemble member and audience.	X	X				
3.2 Demonstrate an emerging ability to critically analyze a choral performance as musician, ensemble member and audience.			X	X		
3.3 Critically analyze a choral performance as musician, ensemble member and audience through complex and nuanced musical descriptors.					X	X
3.4 Explore and identify a variety of music from time periods and cultures.		X				
3.5 Demonstrate appreciation of and respect for music from a variety of time periods and cultures.				X		
3.6 Demonstrate knowledge of and respect for music of recognized quality and skillful performance from a variety time periods and cultures.						X
3.7 Describe the relationship between the elements of expression and the acoustics of the performance environment including audience, hall, and environment.	X	X				
3.8 Respond appropriately to acoustics of the performance environment including variables associated with live performance including audience, hall, and environment.			X	X		
3.9 Draw upon and use personal insights derived from performing in a variety of acoustical environments.					X	X
3.10 Examine how a lifelong engagement in music produces positive impacts and presents a variety of career opportunities.		X		X		X

Facilities or Equipment

Facility

An acoustically appropriate learning environment large enough to comfortably accommodate a large ensemble.

Facilities:

Equipment

- Choir risers

- Piano

- Stereo system to accommodate appropriate input devices

Learning and Teaching Resources

no required resources

Sensitive or Controversial Content

No sensitive or controversial content

Issue Management Strategy

Health and Safety

No directly related health and safety risks

Risk Management Strategy

Statement of Overlap with Existing Programs

Provincial Courses with Overlap and/or Similarity

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Choral Music

Identified Overlap/Similarity

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Vocal skills are developed and refined in both Choir and Choral music.

Reasoning as to Why LDC Is Necessary

· Choir 15-25-35 is designed as an extension of the Choral Music 10-20-30 courses. Individual musical skills developed in Choral Music are reinforced, enhanced, and applied through participation in a large ensemble. In Choir 15-25-35, students develop the ability to attune to the director, collaborate with ensemble members, and respond to choir performances as a means to fulfilling the goals of the choir ensemble.

Provincial Courses with Overlap and/or Similarity

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Vocal Jazz

Identified Overlap/Similarity

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Collaborative vocal skills are developed and refined in both Vocal Jazz and Choir.

Reasoning as to Why LDC Is Necessary

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Students in Choir develop skills to produce acoustical projection versus an amplified sound. This requires very specific training to produce vertical sound and employ vowel modification and vibrato for more acoustical projection to fill a hall in an acoustic setting. On the other hand, Vocal Jazz fosters the development of straight tone or minimal vibrato and focuses on the subtleties of the vocal sound which is amplified through sound systems.

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Traditional Choirs and Jazz Ensembles study and perform entirely different music (repertoire).

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Choir has its roots in European Church music whereas Jazz has its roots in 20th Century American (mostly southern African American) communities. This speaks to the unique repertoire (music) that is studied in both classes.

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The Style of music in Choir and Vocal Jazz is very different and requires the time and space to be developed. The style of Vocal Jazz is a relaxed, subtle sound as compared to traditional/acoustical (non-microphoned) choir music. Furthermore the language/vernacular of the music/lyrics are very different and require different training of the vocal instrument in order to produced.

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Improvisation is a major component in Vocal Jazz that is not in any way mentioned in or developed through Choir music. Skills in improvisation (spontaneous melodic invention) are only developed through repeated exposure to a multitude of Jazz musicians and the opportunity to practice personally and with others to attempt and employ improvisation skills. Choir does not provide the repertoire or space for this practice.

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Classical Choir training does not completely serve Jazz styles which are more intimate and personal. Choir emphasizes vibrato and acoustical projection whereas Vocal Jazz develops straight tone or minimal vibrato and amplified sound, all of which supports the need for separate courses.

Student Assessment

no identified student assessment

Course Approval Implementation and Evaluation