

BOGOTA PUBLIC SCHOOLS
Bogota, New Jersey

Concert Choir Curriculum

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Performing Art Standards

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

A. Dance

Students Will:

1. Articulate understanding of choreographic structures or forms (e.g., palindrome, theme and variation, rondo, retrograde, inversion, narrative, and accumulation) in master works of dance.
2. Categorize the elements, principles, and choreographic structures of dance masterworks.
3. Analyze issues of gender, ethnicity, socio-economic status, politics, age, and physical conditioning in relation to dance performances.
4. Synthesize knowledge of anatomical principles related to body alignment, body patterning, balance, strength, and coordination in compositions and performances.

B. Music

Students Will:

1. Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.
2. Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

C. Theatre

Students Will:

1. Analyze examples of theatre's influence on history and history's influence on theatre in Western and non-Western theatre traditions.
2. Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.
3. Apply the basic physical and chemical properties (e.g., light, electricity, color, paint, scenic construction, costumes, makeup, and audio components) inherent in technical theatre to safely implement theatre design.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

A. History of the Arts and Culture

Students Will:

1. Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.
2. Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

A. Dance

Students Will:

1. Integrate and recombine movement vocabulary drawn from a variety of dance genres, using improvisation as a choreographic tool to create solo and ensemble compositions.
2. Create theme-based solo and ensemble dances that have unity of form and content, conceptual coherence, and aesthetic unity.
3. Demonstrate dance artistry with technical proficiency, musicality, stylistic nuance, clarity of choreographic intent, and efficiency of movement through the application of proper body mechanics.
4. Collaborate in the design and production of dances that use **choreographic structures** and incorporate various media and/or technologies.

B. Music

Students Will:

1. Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.
2. Analyze how the elements of music are manipulated in original or prepared musical scores.
3. Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.
4. Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

C. Theatre

Students Will:

1. Create plays that include well-structured plots and subplots, clear thematic intent, original characters, and technical theatrical elements appropriate to a variety of theatrical genres.
2. Create and evaluate performances by citing evidence of specific physical choices, sustained vocal technique, and clearly motivated actions.

1.4 Aesthetic Responses and Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

A. Aesthetic Responses

Students Will:

1. Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.
2. Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.
3. Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance,

craftsmanship, cultural context, and originality as criteria for assigning value to the works.

4. Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

B. Critique Methodologies

Students Will:

1. Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.
2. Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning
3. Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

CONCERT CHOIR

STATEMENT OF PURPOSE:

This course is designed to teach the students the following:

1. Develop an awareness of the aesthetic value of the blend, balance, style, phrasing, and musically of the individual voice in its relation to the entire group.
2. Develop an understanding of appropriate audience behavior.

STATEMENT OF EXPECTED STUDENT OUTCOMES:

Creating/Performing

The student will:

1. Demonstrate basic vocal techniques. These will include posture, breath control, tone quality, intonation, diction, and articulation.
2. Demonstrate appropriate responses to the conductor's gestures.
3. Demonstrate the ability to follow vocal scores, including the ability to recognize musical terms and symbols.
4. Demonstrate the ability to sing a varied repertoire, including musical literature with multiple voicings.
5. Demonstrate critical listening skills.
6. Demonstrate an understanding of the following individual attitudes, as these influence artistic outcomes:
 - a. Commitment to excellence
 - b. Self-discipline
 - c. Pride in accomplishment
 - d. Acceptance of responsibility
 - e. Loyalty to the group
 - f. Effort to expand skills and knowledge and personal growth through achievement

Critical / Analytical / Judgmental / Evaluative

The student will:

1. Utilize aesthetic criteria to make informed judgments to evaluate personal vocal performance and the vocal performance of others.
2. Develop the ability to assess personal musical growth within the ensemble utilizing the elements of basic vocal technique.

Historical / Cultural / Social / Contexts

The student will:

1. Recognize the composer, the musical period, and the stylistic characteristics of the music being performed.
2. Understand the relationship of the text to the music.

3. Experience the vocal music of world cultures through listening and/or singing in other languages.

CONTENT AND MATERIAL:

- I. Musical Styles
 - A. Classical
 - B. Broadway shows
 - C. Popular ballads
 - D. Rock
 - E. Jazz
 - F. Swing
 - G. Barbershop
 - H. Madrigal
 - I. Solo
 - J. Ensemble

- II. Vocal Techniques
 - A. Posture
 - B. Breathing
 - C. Projection
 - D. Phrasing
 - E. Dynamics
 - F. Articulation
 - G. Inflection

- III. Additional Vocal Opportunities
 - A. Bergen County Chorus
 - B. Region I Chorus
 - C. All-State Chorus
 - D. School musicals
 - E. Talent shows
 - F. Private vocal lessons
 - G. Barbershop Chorus and Quartet

EVALUATION METHOD:

Grades will be determined on a letter basis. Students will be required to take a final examination. A final grade will be determined by the total point average of the fourth marking periods, and the final examination.

The following areas will be involved in grade determination:

1. Ability and willingness to perform appropriate compositions assigned by the Choral Director.

2. Attendance at rehearsals and performances designed by the Choral Director and School Administration.
3. Final examination
4. Attendance, as per Board of Education Policy.