

High School Chorus

Course Outline

Teachers are reminded to check the Fine Arts page on HCPS SharePoint and the MMEA website for dates related to All County, All State, and other co-curricular events for students.

Quarter 1 (Weeks 1-9)	
Classroom Environment	<ul style="list-style-type: none"> • Relationship building • Classroom policies and expectations • Grading policies • Goal Setting • Musical preferences and interests • Individual singing and practice techniques
Unit 1: Fall Concert	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques ○ Vocal technique ○ Music Literacy • Music Analysis • Development of rehearsal plan • Process critique • Guided practice • Performance • Performance critique • Goal Reflection
Quarter 2 (Weeks 10-19)	
Unit 2: Winter Concert	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques ○ Vocal technique ○ Music Literacy

	<ul style="list-style-type: none"> • Music Analysis • Development of rehearsal plan • Process critique • Guided practice • Performance • Performance critique
Unit 3: Festival Assessments/Recruitment Events	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection (<i>Please note all Festival Assessment selections must adhere to current MCEA policies and procedures.</i>) • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques ○ Vocal technique ○ Music Literacy • Music Analysis • Development of rehearsal plan • Process critique • Guided practice • Performance • Performance critique • Goal Reflection
Midterm	<p>Students will demonstrate their knowledge of topics, skills, and musical elements on the midterm exam. Exam questions and tasks should be drawn from repertoire and skills explored throughout quarters 1 and 2.</p> <p>The midterm exam should meet the requirements set by your administration and may include (but are not limited to):</p> <ul style="list-style-type: none"> • Selected response • Short answer • Long answer • Recorded performance • Live performance
Quarter 3 (Weeks 20-29)	
Unit 3: Festival Assessments/Recruitment Events	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection (<i>Please note all Festival Assessment selections must adhere to current MCEA policies and procedures.</i>)

	<ul style="list-style-type: none"> • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques ○ Vocal technique ○ Music Literacy • Music Analysis • Development of rehearsal plan • Process critique • Guided practice • Performance • Performance critique • Goal Reflection
Unit 4: Spring Concert	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection (<i>Please note all Festival Assessment selections must adhere to current MCEA policies and procedures).</i> • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques ○ Vocal technique ○ Music Literacy • Music Analysis • Development of rehearsal plan • Process critique • Guided practice • Performance • Performance critique • Goal Reflection
Quarter 4 (Weeks 30-40)	
Unit 4: Spring Concert Continued	<ul style="list-style-type: none"> • Assessment of current technical/musical strengths/weaknesses • Repertoire selection (<i>Please note all Festival Assessment selections must adhere to current MCEA policies and procedures).</i> • Sightreading strategies • Differentiated technique building and refinement (applicable to performance repertoire and guided by student goals). <ul style="list-style-type: none"> ○ Warm up techniques

	<ul style="list-style-type: none"> ○ Vocal technique ○ Music Literacy ● Music Analysis ● Development of rehearsal plan ● Process critique ● Guided practice ● Performance ● Performance critique
<p>Unit 5: End of Year Performances and Creative Activities</p>	<p>Students must remain meaningfully engaged through the end of the year. Each school may differ in end of year performance requirements and activities including:</p> <ul style="list-style-type: none"> ● Graduation performance ● Individual or group composition projects ● Sightreading ● Solo and/or small group performance ● Student suggested activities ● Goal Reflection
<p>Final Exam</p>	<p>Students will demonstrate their knowledge of topics, skills, and musical elements on a final exam. Exam questions and tasks should be drawn from repertoire and skills explored throughout the year.</p> <p>The final exam should meet the requirements set by your administration and may include (but are not limited to):</p> <ul style="list-style-type: none"> ● Selected response ● Short answer ● Long answer ● Recorded performance ● Live performance