

# Mastery Chorus: Grades 9-12

## Creating

- 1 Generate and conceptualize musical ideas and works.** HSMC.CR.1
  - a Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor tonalities over a tonic, sub dominant, and dominant chord progression. HSMC.CR.1.A
  - b Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines). HSMC.CR.1.B
  - c Improvise variations of melodic phrases found in a varied repertoire of music. HSMC.CR.1.C
  - d Create physical movements for warm-ups and repertoire to distinguish various musical ideas. HSMC.CR.1.D
  - e Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and justify those creative decisions. HSMC.CR.1.E
  - f Set short poetic phrases and texts to music. HSMC.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. HSMC.CR.1.G

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

## Performing

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

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- 2 Develop and refine musical techniques and works for presentation.** HSMC.PR.2
- a Demonstrate and justify a method for producing a clear and free tone, with the body and breath working together, using accurate intonation. HSMC.PR.2.A
  - b Demonstrate and justify a method for singing with purity of vowels and clarity of consonants, and adjust independently to enhance ensemble performance. HSMC.PR.2.B
  - c Exhibit vocal continuity through passaggio across vocal registers. HSMC.PR.2.C
  - d Apply listening skills to achieve accurate intonation, blend, and balance in solo/and or ensemble singing throughout the vocal range. HSMC.PR.2.D
  - e Describe and justify elements of vocal health, including the vocal mechanism, proper use, and physiological needs. HSMC.PR.2.E
  - f Assess and justify applied rehearsal and performance strategies which address-technical and expressive challenges. HSMC.PR.2.F
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- 3 Convey meaning through the presentation of musical works.** HSMC.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. HSMC.PR.3.A
  - b Demonstrate and respond to advanced conducting patterns and gestures, representing composer and conductor intent. HSMC.PR.3.B
  - c Sing selected music from memory for public performance at least twice per year. HSMC.PR.3.C
  - d Exhibit appropriate rehearsal and performance etiquette. HSMC.PR.3.D
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## Responding

- 1 Perceive, analyze and interpret meaning in musical works.** HSMC.RE.1
- a Analyze and describe a musical score in terms of rhythm, melody, and form. HSMC.RE.1.A
  - b Listen to and analyze the elements of a musical performance including form, voicing, and dynamic contrast. HSMC.RE.1.B
  - c Analyze and justify student impressions of the emotions and thoughts that music conveys. HSMC.RE.1.C
  - d Analyze and justify 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. HSMC.RE.1.D
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- 2 Apply criteria to evaluate musical works.** HSMC.RE.2
- a Apply student-developed criteria to justify evaluations of group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics. HSMC.RE.2.A
  - b Reflect on the nature of rehearsal and performance in music through discussion and writing. HSMC.RE.2.B
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## Connecting

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

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

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