
Coal City Unit District #1
Varsity Chorus
Fine Arts Curriculum

FA.HSVC:1 Students will be able to recognize and interpret the sensory elements, organizational principles and expressive qualities of vocal music. (IL 25A NS: 4, 5, 6)

- FA.HSVC:1-1 Analyze changes in tempo, dynamics and articulations in an aural example using appropriate terminology. (e.g. ritardando, accelerando, fermata, crescendo, sforzando, accent)
- FA.HSVC:1-2 Analyze and evaluate the use of sensory elements in a musical composition.
- FA.HSVC:1-3 Explain how sensory elements, organizational principles and expressive qualities are combined to produce unity/variety, tension/release, and balance in musical performance.

FA.HSVC:2 Students will be able to demonstrate and manipulate the processes, traditional tools and modern technologies used in vocal music. (IL 26A NS: 4, 5, 6)

- FA.HSVC:2-1 Analyze the sound sources of a given recorded example.
- FA.HSVC:2-2 Compare and contrast sound production of instruments/language from various cultures.
- FA.HSVC:2-3 Demonstrate basic vocal production techniques. (e.g. breath support, posture and bowing)
- FA.HSVC:2-4 Sing accurately with expression from standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression.
- FA.HSVC:2-5 Sight read a vocal score up to three staves, demonstrating accuracy in reading symbols for pitch, rhythm, expressive qualities and articulation/diction.
- FA.HSVC:2-6 Sight read simple melodies and rhythms.
- FA.HSVC:2-7 Demonstrate the ability to read written notation for a vocal part.
- FA.HSVC:2-8 Demonstrate or describe the relationship of practice/rehearsal techniques to performance.
- FA.HSVC:2-9 Demonstrate or describe cooperative interaction in ensemble performance.

FA.HSVC:3 Students will be able to apply knowledge necessary to create and perform in vocal music/choir. (IL 26B NS: 4, 5, 6,)

- FA.HSVC:3-1 Sing music that has voice level of three and/or four voice parts (on a scale of 1 to 6) on pitch, rhythm with appropriate tempo, breath control, clear articulation/diction; and with expression appropriate for the work being performed.
- FA.HSVC:3-2 Improvise original melodies in a variety of styles over given chord progressions, each in a consistent style, meter and tonality.
- FA.HSVC:3-3 Compose/arrange music within specific guidelines and styles.

FA.HSVC:4 Students will be able to analyze how the vocal music functions within history, society and everyday life. (IL 27A NS: 7, 8, 9, 10, 11)

- FA.HSVC:4-1 Demonstrate good audience behavior and evaluate the behavior of self and others.
- FA.HSVC:4-2 Analyze how the arts function in historical, societal, economic and personal contexts (e.g. economic trends, creative thinking, intra/inter communication adornment, environments, entertainment, historical record, jobs).
- FA.HSVC:4-3 Analyze how the arts function in public ceremonies and know the literature to sing for concerts/community functions.
- FA.HSVC:4-4 Critique the effectiveness (e.g. style, interpretation) of a performer or conductor.
- FA.HSVC:4-5 Analyze the way performers or conductors interpret the intent of the composer in a recorded or live performance.

FA.HSVC:5 Students will be able to interpret how vocal music can shape and reflect history, society and everyday life. (IL 27B NS: 10, 11)

- FA.HSVC:5-1 Classify/perform selected works of art by style, periods and cultures.
- FA.HSVC:5-2 Perform songs that have had an impact on people by political actions and natural phenomena to entertain an audience through the student's production.
- FA.HSVC:5-3 Trace how artistic styles have changed in response to cultural, historical and technological events.
- FA.HSVC:5-4 Connect the artists/works with the trends and/or influences of others.
- FA.HSVC:5-5 Sing songs from previous decades and make them new for the current society.