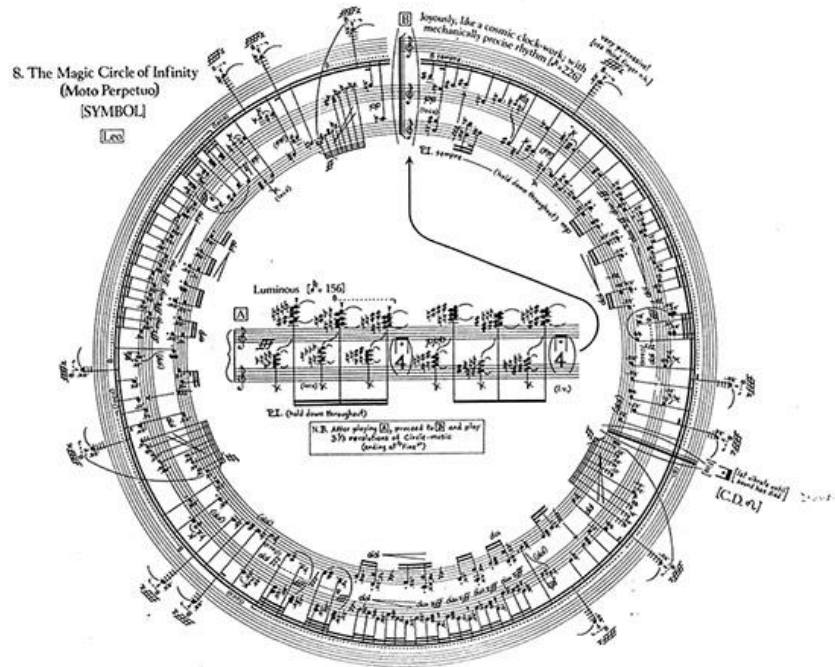



La Habra High School – HiARTS
(REVISED 8-23-19)

Choral Handbook



Chamber Singers  *Concert Choir*

Barbershop Quartet Singing  *Handbell Choir*

Course Information and Guidelines

VOCAL MUSIC PROGRAM:

LHHS – Room 370, Music Building
(562) 266-5073 24-HOUR voice mail

ON THE WEB:

www.LaHabraHighSchoolChoir.com

Please check often for CALENDAR UPDATES, and all information about our dual choir programs. You may choose to follow the combined choir calendar of events to have the latest choir information in your own electronic device!

SOCIAL MEDIA:

Facebook: @lahabrahighschoolchoir **Instagram:** @lhhschoir **Twitter:** @lhhs_choir

ADDITIONAL WEB RESOURCES:

www.MontoyasGreatListening.weebly.com
www.MontoyasGreatMusicTheoryPractice.com
www.MusicTheory.net

MUSIC FACULTY:

Mr. David V. Montoya, Director (626) 419-8031 (text ok) – dmontoya@fjuhsd.org
Mr. Tom Nichols, Barbershop Coach (714) 343-0845 – tsnichols@sbcglobal.net
Mr. Andrew Hernandez, CSUF Music Student, Beginning Uke Teacher – andrew.trona@gmail.com
Ms. Mackenzie Rosales, Handbell Coach –
Mr. Brian Johnson, HiARTS Dept. Head – bcjohnson@fjuhsd.org
Samantha Stapish-Higa, Blue & Gold Brick Association (Alumni) Coordinator –
samantha.stapish.higa@gmail.com

CHOIR EXECUTIVE BOARD:

Megan Koontz, President
Angel Arias, Vice-President of Business
Miles Chapman, Vice-President of Publicity
Melenie Martinez-Flores, Secretary

CHOIR COUNCIL MEMBERS:

Seni Flores, Student Assistant Musical Director
Rebekah Jaracuaro & Hazel Pompa, Co-Choir Attire Mistresses
Chalsey Maldonado, Librarians LHHS
Justin Lozano, Choir Tech
John Torres, Choir Garder Keeper

THE ENSEMBLES AND CLUBS:

The choirs, clubs and soloists are a source of pride and accomplishment for La Habra High School. The Choirs present many outstanding programs and events throughout the year. All students in our programs are encouraged to make singing a lifetime choice and to continue their musical lives after high school. They are also encouraged to develop strong music literacy skills, to develop leadership skills, to set goals that will help them to move up within the choir program, and to achieve a great level of musical satisfaction in life.

BARBERSHOP SINGING – Various weekly one-hour meetings

Both young men and women are invited to study the true barbershop style with our own Mr. Tom Nichols. Mr. Nichols sings with the Orange Empire Chorus of Fullerton and graciously gives of his time to students who want to learn this uniquely American style of singing. Find three friends with the proper voice types, and you may find yourself performing barbershop, in and out of school, for very appreciative audiences! Every other year, the OEC has sponsored a group of young men to compete in the Barbershop Harmony Society's Mid-Winter Convention. Our district-wide male honor choir, the OC Student Union, competed in Reno, Nevada in January of 2016!

CHAMBER SINGERS – Period 4

Chamber Singers is a choir of balanced men's and women's voices, grades 9-12, who are specifically chosen for vocal tone color, blend, musicianship, and the ability to WORK AS A TEAM. Students are also expected to have skills in sight singing and musicianship. They will advance those skills as members of this class. Audition is required, and upon doing so students make a 1-year commitment to the choir. The Chamber Singers perform numerous times throughout the year in assemblies, concerts, community events and festivals. It is often the first group called upon to represent the LHHS choir to the greater La Habra community. Class content includes music literature in many languages and styles, music theory, and music appreciation. All students are expected to tour with the choir in the Spring. This class meets all A-G requirements.

CONCERT CHOIR – Period 3

This is a mixed chorus that offers students the opportunity to explore choral studies. Students in grades 9-12 are accepted without audition. No experience is necessary, but advanced singers are welcome. Students will learn the basics of choral singing and will also learn vocal technique, music theory and appreciation, performance practices of various styles of music, and most importantly, THE VALUE OF TEAMWORK! Students are encouraged to enroll for the full year. This is a non-touring class, but there may be smaller opportunities for travel.

HANDBELL CHOIR – Thursdays each week after school from 3:00 to 4:30pm.

Hand bell choir is for students who want to build their musicianship while making some beautiful music on bells. This class will be led by LHHS music alumni and will perform at all major choir concerts. Reading music is not required, but is certainly helpful.

UKULELE ENSEMBLE/Uke Class – Tuesdays & Thursdays during Zero Period

Uke Class focuses on Musicianship, ensemble playing, vocal training and song writing. The Ukulele Ensemble performs at each choir concert and even does performances of their own. The focus is on repertoire, memorization and performance. Students in Zero Period Uke Class may audition into this group by learning the three audition songs posted at www.MontoyasGreatListening.weebly.com.

POLICIES AND INFORMATION (in alphabetical order)

CALIFORNIA CHORAL DIRECTORS ASSOCIATION (CCDA) – As a member of CCDA, Mr. Montoya can offer special opportunities for his choral students such as All-State Honor Choir in March. Find out more about CCDA at www.acdocal.org

ALL CHOIR REHEARSALS – There will be times when students from all choirs will need combined rehearsal time in order to make certain musical numbers most effective. These rehearsals will take place after school, evening, or sometimes on weekends, with plenty of advanced notice so that students may make necessary arrangements in their schedules. These rehearsals are mandatory and will count in a student's choir class grade. (See *CALENDAR* for info. regarding missing rehearsals.)

ATTENDANCE – All choir students are expected to be in class EVERYDAY. **If a student reaches 10 choir class absences (excused or unexcused), a parent conference by phone will result, as well a referral to the Dean of Attendance.** If the student continues to be absent from class, an attendance contract will be put in place. Students who are continually absent from choir may be dropped at the semester. Attendance at all choir concerts is mandatory, not optional.

ATTIRE – Formal concert wear requirements are listed in the Choir Outfits for Men and Women sections. In addition, all choir students will receive a black choir T-shirt for informal performances and choir spirit days. All students who bring in a choir donation will be allowed to keep their t-shirt. Students who cannot offer a donation will borrow their shirt for the year and will be asked to return it in good condition at the end of the year. Choir sweatshirts will be available as a strictly optional purchase. (See *Outfits for Choir men, Outfits for Choir Women*)

BARBERSHOP SINGING – Our combined vocal music program offers barbershop-style singing to all students. We are fortunate to have an excellent barbershop coach, Mr. Tom Nichols, who will help students to form male and female quartets. He will rehearse with them once a week and help them to prepare for concerts and even competitions. For students who want to learn about the barbershop style, there are two days in February when we send a group of students to learn from and perform an evening of barbershop harmony in a choral setting. At these, the Men's Harmony Festival and Diva Day, students will sing a concert with international champion barbershop singers!

BATTLE OF THE SECTIONS (BOTS) – As the year progresses, each section of the choir will compete for the title of "Section of the Year." Various events will be assigned BOTS points (not part of the class grade) and every section will have the chance to earn them. By the final concert of the year, the Section of the Year will be announced and their picture will be proudly displayed in the Choir Room. Who will be next?

BIG EARS – A regular feature of Mr. Montoya's choir classes is the "Big Ears" Listening activity. Students will hear new music, write about it, and discuss it in class. This is generally a Friday activity. Each week's "Big Ears" paper should be kept neatly in a student's choir portfolio and will be given credit for completeness at the end of the semester. Students who are absent on Friday are still responsible for the activity and should go to www.MontoyasGreatMusicListening.weebly.com to hear the music and write about it from home.

CALENDAR – The Choir Calendar of Events is exclusively online in the form of a Google calendar. Students are responsible for making sure that they are at every event that applies to them. If there are conflicts that cannot be avoided, the student should give a note **IN WRITING AND SIGNED BY A PARENT**, at least one day **IN ADVANCE** of the date. Updates to the calendar will be posted in the choir room monthly, but parents/guardians are asked to utilize the **CHOIR WEBSITES** as much as possible to stay in touch with the latest updates to the calendar of events. Often, last minute performance opportunities present themselves for our students. It is the responsibility of each choir student to know what is happening, and to help communicate those happenings to their parents and guardians in a timely fashion.

TO FIND THE CHOIR CALENDAR ONLINE please go to:
www.LaHabraHighSchoolChoir.com

Please check often for CALENDAR UPDATES, a copy of this handbook, and other choir info. You may choose to follow the Choir Google Calendar of Events into your device to have the latest choir information and updates!

CHOIR ROOM RULES – There are four basic rules for the choir room. Please follow them in order to keep our room and learning environment in the best possible condition. **THANKS!** ☺

1. **NO** food, drinks, or gum at any time. (Water is fine.)
2. **NO** cosmetics as defined by Mr. Montoya. (These include make up, brushes, combs, lotions mirrors, etc.)
3. **NO** cell phones, IPODS, or other electronic devices **MAY BE ON OR OUT** during class. *A cell phone on vibrate or silent mode is NOT OFF. Please turn them off according to the school policy. Class time is defined as anytime other than Break or Lunch. Passing periods are included in class time, according to school policy.*
4. **DRESS CODE!** All students are expected to follow the school policies regarding dress code. **Please respect our learning environment** and dress appropriately.

EXECUTIVE BOARD – Leadership in the LHHS and SHHS choirs is based upon student and parental involvement. The Choir Executive Board is appointed by an application and interview process in April of the previous school year. These students are essential in the efficient functioning of the choir. They make important decisions for the choir and plan events. A more comprehensive list of duties will be given with the application form in the spring. Executive Board members are always willing to accept your concerns about choir and your suggestions for the improvement of our organization.

The positions on the Executive Board are as follows:

1. President
2. Vice-President of Business
3. Vice-President of Publicity
4. Secretary

In addition, a Student Assistant Musical Director will be auditioned from Chamber Singers or Vocal Ensemble each year. Other roles in choir leadership are: Choir Attire Mistress, Librarian, Choir Tech and the Choir Gardener. All of these leadership roles, including Section Leaders and Assistant Section leaders comprise the Choir Council which meets periodically with Mr. Montoya.

EXTRA CREDIT POLICY – Students may earn extra credit class points by turning in a ONE-PAGE type-written report about ANY ARTS PERFORMANCE that they attend during that semester. This must be a program that students are NOT REQUIRED TO ATTEND. For example, if a student has volunteered to work backstage at an event, then they are not allowed to use that for their report. The report should be a critical review of the performance they attended, with a ticket stub or program attached to the report. Students may earn up to 15 points for one assignment. If a student is unsure if a certain performance is eligible for an extra credit review, they should consult with Mr. Montoya BEFORE they attend.

FIELD TRIPS – Students are expected to attend all field trips that are planned for the choir. These will range from Disneyland trips to choir festivals to community service performances. Since this requires time out of class, it is expected that students will strive to keep their grades in good standing. Also, students must communicate with teachers to assure that their homework/classwork does not suffer. A Permission Slip, Waiver-of-Liability and Emergency Form, is required each year from each student and may be downloaded from the choir websites. No student will be allowed to perform until this has been completed, and they will lose class points if they do not perform. STUDENTS WHO HAVE A GRADE POINT AVERAGE THAT FALLS BELOW A 2.0 FOR ANY QUARTER, WILL NOT BE ALLOWED TO ATTEND NON-GRADED CHOIR EVENTS, DURING AND AFTER SCHOOL HOURS, UNTIL THEIR NEXT GRADE REPORT SHOWS IMPROVEMENT.

FINANCIAL ASSISTANCE – It is the policy of the choir and of LHHS Choir that no student shall be kept from participating in choir events for financial reasons. Please consider making a donation so that we can support all students who wish to learn music. We will be doing a SNAP RAISE campaign in the Fall, and we will have various other fund raisers throughout the year. WE ARE A TEAM AND WE ARE HAPPY TO HELP EACH OTHER, so please be generous. *Also, students who are signed up for free and reduced lunch may choose to receive complementary concert tickets for various choir concerts. Please see Mr. Montoya privately for more information.*

FUND RAISING – There will be many opportunities for students to help raise money for the choir organization. Please help us to keep our program strong by helping with our fund raising efforts. Also, if you have a great idea to help us raise money, please feel free to share it with the Executive Board or Mr. Montoya. Some fundraising activities include See's Candy, cookie dough, and attendance at TV tapings such as America's Funniest Home Videos where we get paid for being in the audience!

GOALS FOR ALL CHOIR MEMBERS – The goals for each and every choir member are as follows:

- ~ to build their confidence and their voice which produces competency and enjoyment in musical practice and performance,
- ~ to develop professionalism in practice and performance
- ~ to learn about music theory and music history
- ~ to learn how to sight sing in order to become musicians, which will improve the musical impact of the entire choir,
- ~ to be open to new musical ideas and styles,
- ~ to learn to work together with others in a “team effort” and to realize the importance of group goals, even over individual personal goals,
- ~ to be dedicated members of a team,
- ~ to share in the passionate and intelligent making of beautiful music,
- ~ to represent La Habra High School with pride and to enjoy the opportunity and responsibility of representing LHHS and SHHS in the community,
- ~ to discover the joy that comes out of the musical excellence that we achieve *together*.

GRADING – Each event or activity, inside and outside of classroom time, will be assigned a number of points. The student’s point percentage will be determined and will show a letter grade on a scale of 100-90% = A, 89-80=B, 79-70=C, 69-60=D, 59 and below=F. Grades and attendance are posted online on ABI. Students should check their grades frequently to assure accuracy.

Choir is a dynamic art. There has to be interaction between all of the members of the group for it to be alive and most musically effective. For this reason, students may not earn full credit points for times that they are absent, *even with a valid excuse*. Each student is vitally important to the choir, and their presence is missed, even when they are gone for a really good reason. Students may always earn extra credit to offset the points lost from missing a performance or class period, etc. It is the student’s responsibility to check for class work/home work on the day of return, if they have been absent.

Point values are as follows, but are subject to change:

- 3 Daily participation, with folder and pencil in hand.
- 60 Major Concert
- 40 Missed concert with a VALID note IN ADVANCE. (Any valid note will be worth 2/3 the points for the missed event.)
- 0 Missed event with no note IN ADVANCE
- 15 Written assignments
- 60 Final Semester Portfolio
- 15 Extra Credit Reports (if well-written, typed with a ticket stub or program attached.)
- 20-30 Extra Rehearsal

HONOR CHOIRS – All choral music students are encouraged to apply for various honors choirs that are presented outside of school. Southern California Honor Choir happens in Fall, All-State Honor Choir happens in March, and sometimes the Orange Empire Chorus sponsors an all-District Men’s Barbershop Honor Choir. See Mr. Montoya for more information about these amazing opportunities. (See SCVA and CCDA)

MUSIC, MATERIALS AND FOLDERS – Each student is expected to have a three-ring PLASTIC-COVERED BLACK BINDER (1 inch ring, minimum) with 5 dividers for the organized storage of their music and class notes. Students will use their folder as a portfolio of their year in choir, keeping ALL scores, tests, listening assignments, concert programs and flyers. . .in other words EVERYTHING! Students must have a pencil attached to their binders at all times in order to make appropriate markings in their music. For a musician, A PENCIL IS ESSENTIAL! Portfolio folders will be graded at the end of the each semester. (See Grading Policy.) Students are expected to have folders and all scores at all times. They should put their names in ink on every page in their folder. Students who cannot get one will have a folder provided for them. (See Portfolios and Grading)

OUTFITS for MEN – Men are to wear choir-issued black tuxedos with black shoes and black socks. These outfits should be kept in a labeled garment bag and must be ready for the first performance in the Fall. Please keep a container or plastic bag with your shirt studs, bow tie, and cuff links inside your garment bag. Students may purchase their tux if they like, or may wear one that they already own. All hair must be worn up and out of your face. Please wear deodorant, but NO COLOGNE for performances.

OUTFITS for WOMEN – Women are to wear choir-issued black concert gowns. EVERY SINGER must have a set of black character-like shoes (1 inch heel, closed-toe black pump). If you do not have a pair, please ask your Choir Attire Mistress and a pair will be provided for you. If you plan to wear nylons, then please wear SKIN TONE nylons only. Please do not wear extra jewelry with your outfit as this is distracting on stage and takes away from our unified image. You may wear one ring per hand and one set of small stud earrings if earrings are not bought by the choir as a matching set. (All choices are at the discretion of Mr. Montoya, the Choir Attire Mistress, and the Executive Board.) All dresses must be hemmed at the ankle in order to show shoes. If your dress is not hemmed to your appropriate height, we ask that you donate the price of the hemming. If you cannot, the choir will reimburse you for your expense. All hair must be worn up and out of your face. Please wear deodorant, but NO PERFUME and NO SCENTED LOTIONS.

PARENT SUPPORT – Please consider helping out as a parent volunteer. Besides financial support, we are always looking for parents to help with various things such as:

- Concert Assistance
- Ticket Sales
- Fund Raisers
- Silent Auctions
- Field Trip Chaperoning
- Construction/repair projects in the choir room

Please notify me at dmontoya@fjuhsd.org if you would like to help!

PERFORMANCES – Each performance is a literally a test of all that we have worked on and learned in class. A live performance is always a once-in-a-lifetime event. . .no two are ever exactly alike and once they are over, they can never be repeated. Therefore, performances are very important to ALL choir members. EVERYONE COUNTS! You deserve the right to enjoy a good performance after you have worked so hard, and this can only happen when every person is in their proper place and doing their job to the best of their ability. Attendance at all performances is MANDATORY. Other than a valid emergency, in which case a parent must leave a message on the choir office answering machine, any absences from major and minor events must be documented IN WRITING, signed by a parent, and given to Mr. Montoya, no later than THE DAY BEFORE the event or rehearsal. E-mails to Mr. Montoya are also acceptable. (Don't tell us and expect us to remember. Please put it in writing!) If the reason is not a valid one in Mr. Montoya's best judgment, then the student will receive no credit for the event. Valid notes will bring 2/3 credit. *Late notes and notes the day of the event will not be accepted.* Phone messages and e-mails by a parent or guardian will be treated as written notes. In the event of a last minute emergency, please call the choir office (24 hour voice mail) at (562) 266-5073. Remember, RESPONSIBILITY is of greatest importance!

PORTFOLIOS – Final semester portfolios will be graded on a basis of completeness. (*See Grading*) They should contain the following categories, in order:

1. Class/Concert Info - Classroom handouts, etc.
2. Scores - ALL music that has been handed out, in alphabetical order, with MANY intelligent musical pencil markings, to help learn the music better.
3. Note Notes - All class notes about music notes. This includes sight singing papers, handwritten notes, handouts, tests, etc. It is my goal that every student should learn musicianship and know how to sight sing. (Imagine taking an English class without knowing how to read English!)

4. Big Ears - Listening with big inner ears is essential for any musician. We will have music listening examples in class. Students will listen and react to it in writing and discussion. The goal is to expand our listening skills. Students may suggest listening examples by giving me a good copy to listen to, along with any written info. about the music and enough time for me to review it. This section must be 100% complete. It is the responsibility of each student who is absent from class on any Big Ears day to come into my office and listen to the current example on their own time.
5. Miscellaneous - This section includes everything from extra credit reports and festival adjudication sheets, to concert programs, concert flyers and programs, and notebook and musical staff paper.

SECTIONAL REHEARSALS – From time to time, all members the choirs may be required to attend various sectional rehearsals with their whole section, outside of class time. These rehearsals will help assure the correct knowledge of parts for ALL section members (Soprano, Alto, Tenor, Bass). These sectionals may be assigned class points. Section leaders should give their members at least a 3-day notice for an upcoming sectional and will report attendance to Mr. Montoya. (*See Grading*)

SECTION LEADERS (and Assistant Section Leaders) – These leaders are chosen from the choir to make sure that students in their section are prepared, well-organized, have all of their materials, return all necessary forms, and learn their music well. For Chamber Singers and Vocal Ensemble, section leaders are chosen by Mr. Montoya during the May auditions. They must be 10th grade or higher, with at least one semester of experience in Mr. Montoya’s Choir Program. For Concert Choir, section leaders should have at least one semester of experience in Mr. Montoya’s Choir. They are picked by their section in the Fall.

SENIOR BRICKS/CORDS – LHHS choir seniors who graduate after performing with the choir will have their name included on the Senior Brick Wall in the choir room. 4-year LHHS choir members will have their brick painted in gold. Seniors who have played an outstanding role in the LHHS music program will be awarded a special musical cord to wear at graduation. Cord awards are determined by Mr. Montoya and Mr. Wightman. The honors for SHHS Choir Seniors are still to be decided at the time of this document.

SOLOS – Students must realize that there are basically two kinds of voices that I listen for in solo auditions – solo voices and choral voices. Some students have exceptional solo voices, but have a hard time blending with a choir section. Some students do not have the voice of a soloist, but are a tremendous asset to the choir, both in blend and musicianship. Of course, all students are encouraged to build up their skills in both areas, and should give themselves an honest assessment as to their strengths and weaknesses. Auditioning is a great skill for any singer.

Solo opportunities come during each concert. Soloists are expected to be most informed about concerts and their own personal roles in those concerts. Soloists will audition during class, in front of their peers, and will be judged on: 1. PREPARATION, 2. PROFESSIONALISM, and 3. AUDIENCE APPEAL. Solos should be classical, Broadway, or folk in nature. Pop/rock music is not appropriate for most of our concerts. Some will be considered depending on Mr. Montoya’s preferences in picking music for a particular show. Solos may also be instrumental or may include instrumentalists from outside of choir, including adults. This adds variety to our shows! If you do make it for one concert, you may re-audition your solo for future concerts. **AUDITIONS WITHOUT ACCOMPANIMENT WILL NOT BE HEARD** unless the solo was originally written as such. Students should prepare early for solos, and should include some voice lesson time when preparing for a solo. (*See Voice Lessons*)

SOUTHERN CALIFORNIA VOCAL ASSOCIATION (SCVA) – SCVA is an organization that presents many “outside of school” vocal opportunities for Southern California high school students. Some events, such as various springtime festivals are attended by our whole choir. Other events such as the Solo Vocal Competition and Southern California Honor Choir are activities that individual students are encouraged to participate in on their own. Go to www.scvachoral.org for more information. (see *Honor Choirs*)

SPRING CONCERT/AWARDS NIGHT – During our final concert in the spring, we recognize choir students for outstanding achievement in the choir program. Director’s Awards are given for Teamwork, Musicianship, Most Improved, and Outstanding Student. In addition, students are recognized for years of service to the choir with medals. Choir members are able to recognize their peers by filling out a choir survey and then the results are tallied for the Choir Survey Awards. These are presented at an end-of-the-year party, or in class.

TOURING – Good music needs to be shared. Good music will take you to many great places in this world. Tour opportunities come nearly every year and every effort should be made to attend. It is expected that all Chamber Singers and Vocal Ensemble members will do their very best to attend choir tour. Students will have several opportunities per year to raise money for these trips. (See *Fund Raising*)

VOICE LESSONS – Who should take voice lessons? Any singer from the very beginner to the most advanced. All students are encouraged study privately if they want to develop their singing abilities to their fullest potential. A list of area teachers and music studios can be obtained from Mr. Montoya. For students who wish to enter the SCVA Solo Vocal Competition, this is essential. Voice lessons are not attached to a student’s choir grade. (See *SCVA*)



State of California Content Standards for Students in the Performing Arts ~ Music, Grades 9-12, Proficient

Note: The proficient level of achievement for students in grades 9 through 12 can be attained at the end of 1 year of high school study within the discipline of music after the student has attained the level of achievement in music required of all students in grade 8. For more info. on State Standards, including Standards for Advanced Music, please visit <http://www.cde.ca.gov/be/st/ss/index.asp>

1.0 ARTISTIC PERCEPTION

Processing, Analyzing, and Responding to Sensory Information Through the Language and Skills Unique to Music - Students read, notate, listen to, analyze, and describe music and other aural information, using the terminology of music.

Read and Notate Music

- 1.1 *Read* an instrumental or vocal score of up to four staves and explain how the elements of music are used.
- 1.2 *Transcribe* simple songs when presented aurally into melodic and rhythmic notation (level of difficulty: 1 on a scale of 1-6).
- 1.3 *Sight-read* music accurately and expressively (level of difficulty: 3 on a scale of 1-6).

Listen to, Analyze, and Describe Music

- 1.4 *Analyze and describe* the use of musical elements and expressive devices (e.g., articulation, dynamic markings) in aural examples in a varied repertoire of music representing diverse genres, styles, and cultures.
- 1.5 *Identify and explain* a variety of compositional devices and techniques used to provide unity, variety, tension, and release in aural examples.
- 1.6 *Analyze* the use of form in a varied repertoire of music representing diverse genres, styles, and cultures.

2.0 CREATIVE EXPRESSION

Creating, Performing, and Participating in Music - Students apply vocal and instrumental musical skills in performing a varied repertoire of music. They compose and arrange music and improvise melodies, variations, and accompaniments, using digital/electronic technology when appropriate.

Apply Vocal and Instrumental Skills

- 2.1 *Sing a repertoire* of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation written and memorized, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.2 *Sing music written in three or four parts* with and without accompaniment.
- 2.3 *Sing in small ensembles*, with one performer for each part.
- 2.4 *Perform on an instrument* a repertoire of instrumental literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 4 on a scale of 1-6).
- 2.5 *Perform on an instrument in small ensembles*, with one performer for each part.

Compose, Arrange, and Improvise

- 2.6 *Compose music*, using musical elements for expressive effect.
- 2.7 *Compose and arrange music for voices or various acoustic or digital/electronic instruments*, using appropriate ranges for traditional sources of sound.
- 2.8 *Arrange pieces for voices and instruments* other than those for which the pieces were originally written.
- 2.9 *Improvise harmonizing parts*, using an appropriate style.
- 2.10 *Improvise original melodies* over given chord progressions.

3.0 HISTORICAL AND CULTURAL CONTEXT

Understanding the Historical Contributions and Cultural Dimensions of Music - Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Role of Music

- 3.1 Identify the sources of musical genres of the United States, trace the evolution of those genres, and cite well-known musicians associated with them.
- 3.2 Explain the various roles that musicians perform, identify representative individuals who have functioned in each role, and explain their activities and achievements.

Diversity of Music

- 3.3 Describe the differences between styles in traditional folk genres within the U. S.
- 3.4 Perform music from various cultures and time periods.
- 3.5 Classify, by genre or style and historical period or culture, unfamiliar but representative aural examples of music and explain the reasoning for the classification.

4.0 AESTHETIC VALUING

Responding to, Analyzing, and Making Judgments About Works of Music - Students critically assess and derive meaning from works of music and the performance of musicians according to the elements of music, aesthetic qualities, and human responses.

Analyze and Critically Assess

- 4.1 Develop specific criteria for making informed critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply those criteria in personal participation in music.
- 4.2 Evaluate a performance, composition, arrangement, or improvisation by comparing each with an exemplary model.

Derive Meaning

- 4.3 Explain how people in a particular culture use and respond to specific musical works from that culture.
- 4.4 Describe the means used to create images or evoke feelings and emotions in musical works from various cultures.

5.0 CONNECTIONS, RELATIONSHIPS, APPLICATIONS

Connecting and Applying What Is Learned in Music to Learning in Other Art Forms and Subject Areas and to Careers - Students apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They also learn about careers in and related to music.

Connections and Applications

- 5.1 Explain how elements, artistic processes, and organizational principles are used in similar and distinctive ways in the various arts.
- 5.2 Analyze the role and function of music in radio, television, and advertising.

Careers and Career-Related Skills

- 5.3 Research musical careers in radio, television, and advertising.