

# Andover High School Choir Syllabus

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*“No matter what it may do for the intellect, a student’s education is impaired if it does not also touch the soul, and music can be the key to reaching a student’s innermost being.”*

~Allan Miller and Dorita Coen

## Goals:

- To establish and reinforce correct singing/musical techniques and skills.
- To recognize, understand, and apply structural elements of melody, harmony, rhythm, and form from both the standpoint of performer and listener.
- To improve the use of expressive elements such as dynamics, phrasing, and tempo.
- To develop a sense of fulfillment, responsibility, and pride in quality performance.
- To expand interest and knowledge of repertoire, performances, and artistic achievement from a variety of countries, societies, and cultures.
- To cultivate a sense of identity, pride, group spirit and improved self-image through participation in a successful performing ensemble.

## Evaluation

Students are graded in the following areas:

1. Rehearsal Skills
2. Sight-Singing
3. Theory
4. Reflection
5. Performance
6. Composition (Trimester 3 only)

## Grading Policies

### Formative Assessments

Formative work is provided as guided and independent practice and doesn’t affect a student’s grade but must be completed prior to taking summative assessments.

### Late/Missing Work

**Formative work:** Formative grades are not individually calculated into the final grade. Late formative work will be accepted through the Friday before finals week.

**Missing Work:** Summative assessments are opportunities for students to demonstrate mastery of the learning targets. Therefore, students must complete all summative assessments. Formative assignments prepare students for summative assessments; therefore, formative assessments must be completed prior to retaking the corresponding summative assessment.

### Relearning/Reassessment

Students can relearn and retest on all formative assessments as we have limited time in class for this, but retakes can be done outside of class. Students are allowed to retake more than once, but there needs to be proof of new learning and practice between the last retake and the next.

# Anoka-Hennepin Choir Learning Targets

## Level 1 (Colla Voce and Cantemus)

### **Sight Singing Targets**

I can sing stepwise motion from Do to La.  
I can correctly identify solfege syllable names.  
I can sing quarter note rhythms with a steady beat.

### **Theory Targets**

I can identify note names on the treble clef.  
I can identify note names on the bass clef.  
I can identify note names using ledger lines.  
I can identify the symbols for note values.  
I can identify the symbols for rest values.  
I can define assigned music vocabulary words.  
I can write the counting for a rhythmic passage.

### **Performance Targets**

I can demonstrate proper singing posture.  
I can sing my part on an assigned song with accurate intonation.  
I can sing my part on an assigned song with rhythmic accuracy.

### **Respond Targets**

I can evaluate a performance of music based on rhythm and/or intonation.

### **Composition Target**

I can compose a melody using steps and skips.

## Level 2 (Cantabile and Bel Canto)

### **Sight Singing Targets**

I can sing a melody that uses Do-Mi-Sol skips.  
I can sing a variety of rhythms with a steady beat.  
I can correctly identify solfege syllable names.

### **Theory Targets**

I can identify note names on the treble clef.  
I can identify note names on the bass clef.  
I can identify note names using ledger lines.  
I can define assigned music vocabulary words.  
I can write the counting for a rhythmic passage.  
I can identify intervals using their numeric names.

### **Performance Targets**

I can demonstrate a low, silent, relaxed inhalation.  
I can sing my part on an assigned song with accurate intonation.  
I can sing my part on an assigned song with rhythmic accuracy.

### **Responding to Music**

I can identify characteristics of a variety of genres and styles of music.  
I can analyze music by applying self-selected criteria.  
I can justify my choices of self-selected criteria based on my knowledge of music fundamentals.

### **Composition Targets**

I can divide words into syllables.  
I can assign at least one note per syllable of text.  
I can revise a text and assign appropriate note values to the syllable, adding up to the appropriate number of beats per measure.

## Level 3 (Concert Choir)

### **Sight Singing Targets**

I can sing a melody that uses skips and leaps.  
I can sing a variety of rhythms with a steady beat.  
I can correctly identify solfege syllable names.

### **Theory Targets**

I can identify note names on the treble clef.  
I can identify note names on the bass clef.  
I can identify note names using ledger lines.  
I can define assigned music vocabulary words.  
I can write the counting for a rhythmic passage.  
I can identify all diatonic intervals and major/minor 2nds and 3rds.  
I can identify all major key signatures.

### **Performance Targets**

I can demonstrate appropriate use of dynamics in an assigned passage.  
I can sing my part on an assigned song with accurate intonation.  
I can sing my part on an assigned song with rhythmic accuracy.

### **Responding to Music**

I can analyze music by applying self-selected criteria.  
I can justify my choices of self-selected criteria based on my knowledge of music fundamentals.

### **Composition Target**

I can divide words into syllables.  
I can assign at least one note per syllable of text.  
I can revise a text and assign appropriate note values to the syllable, adding up to the appropriate number of beats per measure.  
I can revise a melody while keeping it recognizable and singable.

## Andover High School Choir Rehearsal Skills Learning Targets (All Choirs)

I can evaluate and refine these things as I rehearse with my fellow ensemble members:

**Tone Quality**  
**Intonation**  
**Rhythm**  
**Balance and Blend**  
**Technique**  
**Interpretation and Musicianship**  
**Diction**  
**Facial Expression**  
**Body Alignment**  
**Poise**  
**General Mannerisms**

I am fully engaged in the rehearsal process listening to my fellow ensemble members and watching my conductor for cues and phrasing.

I work with my teacher and my ensemble peers to mark my music with agreed upon expression marks, dynamics, breath marks, articulations, and word accents.

