



## UHS Concert Choir

Description: Concert Choir is a large choir open to all treble clef singers in courses 9-12. No audition is required. This class emphasizes healthy singing technique and basic music literacy. Concert Choir performs a wide variety of choral repertoire in multiple concerts throughout the school year. The group meets every day. Voice lessons are available to interested students.

<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<b>Ensemble Contribution: Engagement with the Ensemble Process</b>	<ul style="list-style-type: none"> <li>• Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances <b>MU:Pr4.2.E.Ia</b></li> <li>• Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. <b>MU:Pr4.3.E.Ia</b></li> <li>• Demonstrate how understanding the style, genre, context, and use of digital tools and resources in a varied repertoire of music influences prepared or improvised performances and performers' ability to connect with audiences. <b>MU:Pr4.3.T.IIa</b></li> </ul>	Consistently contribute to ensemble through engagement and active participation.
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<b>Ensemble Performance: Implementation of Musical Skills and Knowledge</b>	<ul style="list-style-type: none"> <li>• Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. <b>MU:Pr6.1.E.Ia</b></li> <li>• Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <b>MU:Pr6.1.E.I b</b></li> <li>• Explain how the analysis of passages and understanding the way</li> </ul>	Consistently contribute to ensemble performances by singing with technical accuracy and expressive intent.



	<p>the elements of music are manipulated inform the response to music. <b>MU:Re7.2.E.Ia</b></p> <ul style="list-style-type: none"> <li>• Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research. <b>MU:Re8.1.E.Ia</b></li> </ul>	
<u>Reporting Topic</u>	<u>Grade Level Standards</u>	<u>Competency Statement</u>
<b>Personal Response: Reflection and Connection</b>	<ul style="list-style-type: none"> <li>• Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. <b>MU:Pr5.1.E.Ia</b></li> <li>• Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. <b>MU:Re9.1.E.Ia</b></li> <li>• Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.0.E.Ia</b></li> <li>• Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. <b>MU:Cn11.0.E.Ia</b></li> </ul>	Consistently demonstrates awareness of self within the ensemble and understands role in improving future performances.