

# BAA [ Russian Concert Choir 11 ] Framework

**District Name:** Kootenay-Columbia

**District Number:** 20

**Developed by:** Andrew Davidoff

**Date Developed:** March 20, 2004

**School Name:** Stanley Humphries Secondary School

**Principal's Name:** Wayne Naka

**Board/Authority Approval Date:**

**Board/Authority Signature:**

**Course Name:** Russian Concert Choir

**Grade Level of Course:** 11

**Number of Course Credits:** 2

**Number of Hours of Instruction:** 75

**Prerequisite(s):** None

## **Special Training, Facilities or Equipment Required:**

Access to practice facility. Performance and playback equipment(PA system, monitors, mixer, microphones, stereo system, headphones, VCR/DVD, projectors). Recording equipment(video cameras, computers, software, recording collection). Costuming. Props/sets. Portable risers. Transportation to performances. Teacher or resource person with experience in directing Russian *a cappella* choral singing.

## **Course Synopsis:**

This course has been developed to support and encourage students to explore the richness and diversity of Russian *a cappella* choral singing, which has existed for almost a century in the local community. It will provide students with the opportunity to study and perform in a choral ensemble in a variety of Russian *a cappella* styles and help develop related Russian language skills. Students will meet outside of class time for this course throughout the school year at times and places to be determined by the teacher and resource person(s). The course will focus on developing the knowledge, skills, and attitudes students require to perform in an *a cappella* choral ensemble.

**Rationale:**

This course has been developed to support and encourage students to explore the richness and diversity of Russian *a cappella* choral singing, which has existed for almost a century in the local community. The course will focus on developing the knowledge, skills, and attitudes students require to perform in an *a cappella* choral ensemble. Students will have opportunities to develop the techniques required to sing in a variety of ensemble contexts; demonstrate technical competence and stylistic interpretation; develop an understanding of the aesthetic qualities of *a cappella* music; develop music literacy; perform diverse repertoire, exploring how Russian *a cappella* music has developed throughout history; examine the roles and purposes of choral music in society; and develop skills for imparting knowledge of this genre of music to future generations.

This is a performance-based course designed to give students the opportunity to derive educational experiences from participating in a choral music ensemble. Certain concepts and skills can be identified and experienced only in an ensemble setting. This group experience will allow students to develop an understanding of the aesthetic and technical qualities of an *a cappella* choral ensemble. Through ensemble performance, students will develop their abilities in the three areas common to all fine arts curricula: skills, expression/creation, and context. Through participation in the rehearsal and performance process, students will gain confidence, self-esteem, and a sense of commitment. Through this course students will acquire the knowledge, skills and attitudes that will enable them to embrace this genre of music as a lifelong pursuit.

The prescribed learning outcomes for this course are grouped according to the same three curriculum organizers used in all K to 12 Music IRPs: Structure; Thoughts, Images and Feelings; and Context. A fourth organizer, Musicianship, identifies learning in relation to the applications of ensemble performance.

**Program Model:**

Topic	Title	Time
Topic 1	Technical Competence	25 hours
Topic 2	Performance Applications	25 hours
Topic 3	Music Literacy	25 hours
<b>Total Hours</b>		75 hours

**Topic Descriptions:**

**Topic 1: Technical Competence                      Time: 25 hours**

Students will develop singing techniques specific to individual voices: diction; tone quality as specific to repertoire; articulations, inflections, and ornamentations; intonation; breath control; development of range; singing over voice break; blend and balance.

**Topic 2: Performance Applications                      Time: 25 hours**

Students will develop performance skills and attitudes to a variety of concert choir performance contexts: fluency-synthesis of vocal techniques and aesthetic interpretation; role of the individual voice within the ensemble; stage presence and etiquette as appropriate to the performance context; posture; *a cappella* performance; memorization; responding to direction.

### **Topic 3: Music Literacy**

**Time: 25 hours**

Students will develop the ability to use appropriate music terminology, and understand the elements of choral music styles: music theory and terminology in relation to the structural elements of choral music(e.g. ear training); choral voicings; concert choir repertoire(e.g. chant; folk; gospel)

#### **Curriculum Organizers and Learning Outcomes**

##### **Structure***(Elements of Rhythm)*

*It is expected that students will:*

- demonstrate an understanding of the relationship between lyrics and rhythm in choral music
- demonstrate an ability to internalize rhythmic patterns in simple and compound metre
- apply skills in ear training and aural dictation to form rhythmic patterns in simple and compound metres

##### **Structure***(Elements of Melody)*

*It is expected that students will:*

- perform melodies with an understanding of phrasing
- identify examples of melodic structure in choral repertoire
- apply skills in ear training and aural dictation to form melodies

##### **Structure***(Elements of Expression)*

*It is expected that students will:*

- demonstrate an understanding of the relationship between the lyrics and the elements of expression in choral music
- perform dynamics with appropriate tone quality within the functional range of the voice
- perform articulations appropriate to a variety of choral styles
- apply an understanding of timbre to performance of repertoire
- demonstrate an understanding of timbre to performance of repertoire
- demonstrate an understanding of harmonic voicings in choral repertoire
- analyse the use of elements of expression in choral repertoire
- demonstrate an understanding of the relationship between the elements of expression and the acoustics of the performance environment

##### **Structure***(Form and Principles of Design)*

*It is expected that students will:*

- analyse form and the principles of design in choral repertoire
- compare form and principles of design in choral music with those in other art forms

#### **Thoughts, Images, and Feelings**

*It is expected that students will:*

- interpret a broad range of thoughts, images, and feelings in the performance of choral music
- analyse how thoughts, images and feelings are expressed in choral music
- justify personal insights derived from performing and listening to choral music

### **Context(*Self and Community*)**

*It is expected that students will:*

- demonstrate the skills and attitudes necessary to participate as a musician within society:
  - demonstrating respect for the contributions of others
  - giving and receiving constructive criticism
  - practising individual and group rights and responsibilities in music performance
  - demonstrating willingness to share music with others
- demonstrate an understanding of issues related to vocal health and hearing safety
- identify requirements for careers in music
- establish a plan for lifelong participation in music

### **Context(*Historical and Cultural*)**

*It is expected that students will:*

- analyse choral music from a range of historical and cultural contexts
- evaluate the purpose of music in a given historical or cultural context
- analyse the purposes of vocal music in local traditional societies
- identify inter-relationships among historical and cultural choral styles
- perform choral music from a range of historical and cultural contexts, demonstrating understanding of its characteristic style

### **Musicianship**

*It is expected that students will:*

- demonstrate competence in vocal technique
- demonstrate performance skills and attitudes appropriate to the performance context
- demonstrate an ability to respond to the direction of the conductor
- perform choral repertoire, demonstrating an understanding of its structural elements
- set personal goals for choral performance

### **Instructional Components:**

- direct instruction
- indirect instruction
- interactive instruction
- independent instruction
- modeling
- practical creativity
- brainstorming
- group work
- audio tape/CD
- analysis of commercial audio works
- analysis of amateur/own and classmate's audio works

**Assessment Component:**

- Formative assessment will comprise fifty percent(50%) of students' grades and will be based on criterion-referenced evaluations of assignments, attendance, participation, attitude, teamwork, etc., conducted throughout the course.
- Summative assessment will comprise fifty percent (50%) of students' grades and will be based on criterion-references evaluation of students' concert performances.
- Teacher and student developed criterion-referenced evaluation rubrics will be utilized throughout the course for outcomes such as: course participation; technical competence; performance applications; music literacy.
- Student self-assessment will be utilized throughout the course.

**Graduation Portfolios:**

- This course will provide many opportunities for students to add to their graduation portfolios. Items might include photos, audio and video tapes, adjudication certificates from music festivals and other awards, *et al.*

**Learning Resources:**

- Performance and playback equipment manuals.
- Recording equipment manuals
- Russian and *a cappella* music

**Additional Information:**

This is a new course based on 2 years of a successful *a cappella* Russian Choral Music program carried out in the local community with over 75 participating students. Local community partners to date have donated all of the teachers/resource persons, specialized facilities/equipment and learning resources.