

**CANTOREI
SYLLABUS
2007-2008**

INSTRUCTOR: Gretchen Schram

TEXTBOOK: Selected choral octavos prepared for chapel, church, and concert use. Musicianship skill exercises and vocal technique material will be taken from a number of sources including:

<i>Bodymind and Voice</i>	Leon Thurman, EdD and Graham Welch PhD
<i>Complete Choral Warm Ups</i>	Russell Robinson and Jay Althouse
<i>Essentials of Music Theory</i>	Andrew Surmani, Karen Farnum Surmani, and Morton Manus
<i>The Masterworks Sight Singing Collection</i>	Masterworks Press – Publishers
<i>Teaching Kids to Sing</i>	Kenneth Phillips
<i>Working With Adolescent Voices</i>	John M. Cooksey

PURPOSE: This course serves first and foremost to edify and glorify our Lord with the God-given talents of our students. Our purpose is to teach students how to develop their God-given musical abilities through a Christ-centered instructional approach of the fundamentals of good musicianship, outstanding music performances, quality musical experiences, excellent choral literature, committed leadership, teamwork, and fun! Ultimately, this course serves the purpose of producing future musicians for participation and leadership in our WELS congregations, giving honor and praise to our Lord through music.

COURSE OUTCOMES: The choir member will:

- Review parts of the body that assist in vocal production and what they do.
- Identify factors of good vocal health and life-long habits necessary to maintain vocal health.
- Review and continue to develop their vocal technique skills in the areas of the physical process of singing: posture, breathing, resonance, and articulation.
- Continue to develop musicianship skills in the areas of rhythm; unison, two, and three part melodic reading (begin four part melodic reading if time permits); tonality; and texture.
- Continue to identify musical form in choral literature through analysis.
- Further develop and apply knowledge of musical styles, performance practices, and composers from all periods of music history to repertoire being studied.
- Continue to strive for proper application of expressive elements in articulation, dynamics, and tempo.
- Further develop and solidify their part-singing skills in SA, SSA, and SSAA literature. (SATB literature will also be developed in combined numbers with the Freshman and A Cappella Choirs.)
- Listen and analyze their performance and evaluate their work according to criteria being studied.

- Listen and evaluate different choral performances using appropriate developmental criteria.
- Identify Biblical text and Liturgical usage of repertoire being studied.
- Participate in three major concerts (Christmas, Spring, Prism) and various chapel and area church services throughout the year.

COURSE GOALS: The choir member will:

- Use their God-given gift of voice and become lifelong stewards of this blessing in singing God's praises in their churches.
- Use their God given abilities by participating in and/or supporting fine arts groups in their communities.
- Grow in personal appreciation and understanding of confessional Lutheran worship practices, hymns, and traditions.
- Reinforce the basic doctrines and truths of salvation and witness them through choral singing.
- Continue to develop an appreciation of choral literature of all musical periods and genre.
- Learn and value the methods of good practice, preparation, and rehearsal techniques needed to perform choral literature.
- Strengthen and enjoy personal bonds of fellowship and friendship with fellow choir members.
- Grow in personal appreciation and understanding of the gift of music and become confident of personal abilities in the use of this gift.

FIRST QUARTER

Repertoire:

1. Choir will learn and master songs in their Church repertoire.
2. Choir will begin working on Cantorei and Mass Choir Christmas repertoire.

Performances:

1. Cantorei will participate in one Conference Church service.
2. Cantorei will participate in one non-festival chapel service.
3. Cantorei will participate in the Choral Family Fellowship at WLHS.

D.O.: 1.1, 1.2, 2.1, 2.3, 4.1, 4.3

W.S.S.: A1, A2, A3, A4

Unit 1: Vocal Technique

- Review all parts of the body that assist in vocal production and what they do
- Review good sitting and posture for singing, explaining how the singing process is enhanced by the application of both
- Review proper breathing technique for singing and explain how the singing process is enhanced through application
- Review principles of diction that contribute to good singing and explain how the singing process is enhanced through application
- Review the four basic voice types and the characteristics of each

- Identify factors of good vocal health and life-long habits necessary to maintain vocal health

Textbook: Teacher created study guides with content taken from *Bodymind and Voice*, *Teaching Kids to Sing*, and *Working With Adolescent Voices*.

Number of Days: 10 – 12 days with ongoing application throughout year

S.O.: 3, 4, 6, 7

D.O.: 1.1, 1.2, 2.1, 2.1, 3.1, 3.2

W.S.S.: A1

Unit 2: Rhythm

- Review and Reinforce the characteristics and the difference between the beat and rhythm in music through performance
- Identify by sight, describe characteristics, and demonstrate through performance the basic rhythm values: quarter note and rest, half note and rest whole note and rest, eighth note and rest, sixteenth note and rest
- Identify by sight, describe and demonstrate through performance what a “dot” does to the basic rhythm values named in the previous bullet
- Identify, describe, and perform rhythm patterns that are “syncopated”
- Describe characteristics and demonstrate through performance the measuring of rhythm through meter in quarter note time.
- Compose short rhythmic patterns demonstrating quarter note time.
- Read accessible rhythm patterns from choral repertoire being studied

Textbook: Teacher generated materials

Number of Days: 1-2 days for introduction with ongoing application throughout year.

S.O.: 3, 4, 7

D.O.: 1.2, 1.3, 2.1, 3.1, 3.2, 4.2

W.S.S.: E1, E3, E4, C2, D1

Unit 3: Music Notation

- Review basic elements of music notation: staff, bar line, measure, double bar line, repeat sign, first and second endings, Da Capo al Fine, Del Segno al Fine, coda, treble clef, bass clef, grand staff, absolute note names
- Review music notation with proper spacing, placement, and penmanship
- Explore and describe various styles of octavo writing

Textbook: Teacher generated materials

Number of Days: 4-5 days with ongoing application throughout year.

S.O.: 2, 3, 4, 7

D.O.: 1.1, 1.2, 2.1, 2.2, 3.1, 3.2

W.S.S.: E1

Unit 4: Melody

- Review and identify the key signature as a means to show tonality

- Review and identify major and minor keys with no sharps or flats, one sharp and one flat
- Apply melodic and rhythmic sight – singing skills to unison; and two-part sight singing exercises and suitable concert repertoire.

Textbook: Teacher generated materials

Number of Days: Ongoing review and practice throughout quarter one.

S. O.: 2, 3, 4, 7

D.O.: 1.2, 1.3, 2.1, 2.2, 3.1, 3.2, 4.2

W.S.S.: E1, E2, E3, E4

Unit 5: Miscellaneous Musical Elements

- Review and identify major sections of choral octavos studied and determine the form of the music
- Review and describe the four different textures found in music and identify the texture used in choral repertoire
- Review, identify, describe and perform articulations such as legato, staccato, accents or stresses found in choral repertoire
- Review, identify, describe, and perform choral utilizing correct tempo indications
- Review and describe characteristics and listen, analyze, and perform choral repertoire using proper choral balance and blend
- Review, identify, describe, and perform dynamic markings found in choral repertoire
- Review and identify factors contributing to good choral intonation and demonstrate the ability to implement solutions to intonation problems in choral music
- Review and identify the musical period and respective stylistic elements found in choral repertoire
- Match composers of choral repertoire with their respective musical periods

Textbook: Teacher generated materials, choral repertoire

Number of Days: Ongoing application throughout the year.

S.O.: 3, 4, 7

D.O.: 1.2, 2.1, 2.3, 3.1, 3.2, 4.2

W.S.S.: A2, A4, E3, F1

SECOND QUARTER

Repertoire:

1. Choir will master Christmas repertoire.
2. Choir will begin Spring Sacred Concert Repertoire.
3. Choir will continue to maintain Church repertoire.
4. Choir will preview Cantorei Prism repertoire.

Performances

1. Cantorei will perform in WLHS Reformation, Thanksgiving, and possibly the Advent Carol chapel services.
2. Cantorei will perform in 1 Conference Church Services.

3. Cantorei will perform in WLHS Christmas Concerts.
4. Cantorei will participate in one non-festive chapel service.

S.O.: 1, 2, 3, 5, 7

D.O.: 1.1, 1.2, 2.1, 2.3, 4.1, 4.3

W.S.S.: A1, A2, A3, A4

Unit 1: Rhythm

- Describe characteristics and demonstrate through performance the measuring of rhythm in half time.

Textbook: Teacher generated material

Number of Days: 1-2 days to introduce with ongoing application through the year

S.O.: 3, 4, 7

D.O.: 1.2, 2.1, 2.2, 3.1, 3.2

W.S.S.: E1

Unit 2: Melody

- Identify and commit to heart all the major and minor keys included on the “circle of fifths
- Prepare major and minor scales in solfege in any key from the letter ladder, staff notation, and musical shorthand
- Prepare patterns from major and minor scales in solfege in any key from the letter ladder, staff notation, and musical shorthand
- Apply preparatory learning of major and minor scales in any key to melodic reading on the staff in solfege and absolute note names
- Review and describe the half-step/whole-step relationship between notes in the major and minor scale
- Identify, describe and perform intervals of major and minor 3rds, 4ths, 5ths, 6ths, 7ths, and octaves.
- Sight sing melodic patterns on the staff in any key and identify notes using solfege and absolute note names
- Sing back melodic patterns given aurally in solfege and absolute note names

Textbook: Teacher generated materials

Number of days: 4-5 for introduction with ongoing application throughout the year.

S.O.: 2, 3, 4, 7

D.O.: 1.2,1.3,2.1,2.2,3.1,3.2,4.2

W.S.S.: E1, E2, E3, E4

THIRD QUARTER

Repertoire

1. Choir will continue to practice Spring Sacred Concert repertoire.
2. Choir will begin to work on Prism repertoire.
3. Choir will continue to maintain Church repertoire.

Performances

1. Cantorei will perform at 1 Conference church service.
2. Cantorei will participate in the WLHS Lenten Chapel.
3. Cantorei will participate in one non-festival chapel service.

S.O.: 1, 2, 3, 5, 7

D.O.: 1.1, 1.2, 2.1, 2.3, 4.1, 4.3

W.S.S.: A1, A2, A3, A4

Unit 1: Rhythm

- Describe characteristics and demonstrate through performance the measuring of rhythm through meter in eighth note time

Textbook: Teacher generated materials

Number of Days: 1-2 to introduce with ongoing application throughout the year.

S.O.: 3, 4, 7

D.O.: 1.2, 1.3, 2.1, 2.3, 3.1, 3.2, 4.2

W.S.S.: E1, E3, E4, C2, D1

QUARTER FOUR

Repertoire

1. Choir will master Spring Sacred Concert repertoire.
2. Choir will master Prism repertoire.

Performances:

1. Cantorei will perform in the WLHS Spring Sacred Concert.
1. Cantorei will perform in the WLHS Prism Concert.
2. Cantorei will perform in the WLHS Ascension Chapel Service.

S.O.: 1, 2, 3, 5, 7

D.O.: 1.1, 1.2, 2.1, 2.3, 4.1, 4.3

W.S.S.: A1, A2, A3, A4

Previous Musical Learning continues to be reviewed and applied to new repertoire and musical examples.

Instructional Strategies

Classroom Work – 65%

Small group work (sectionals) – 15%

Lecture – 10%

Self and group evaluation – 10%

Grading and Percentages

30% Participation by effort, attitude, and Rehearsal Technique

30% Skill Development

20% Musical Knowledge
20% Performance and Dress Rehearsal Attendance

APPENDIX

Fine Arts Department Outcomes

Course: Cantorei

Instructor: Gretchen A. Schram

FIRST QUARTER

Repertoire and Performances

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement.
- 2.3 Promote the fine arts at WLHS, in conference congregations and in the community.
- 3.1 Perform or create works of various periods with stylistic accuracy.
- 3.2 Incorporate artistic techniques and personal emotions into their work.

Unit 1: Vocal Techniques

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.

Unit 2: Rhythm

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 1.3 Use their knowledge to develop individual artistic style.
- 2.1 Dedicate themselves to personal growth and group achievement.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.
- 4.2 Utilize available resources and materials to produce original work.

Unit 3: Music Notation

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement.
- 2.2 Assist others in their roles as problem solvers and performers.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.

Unit 4: Melody

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 1.3 Use their knowledge to develop individual artistic style.
- 2.1 Dedicate themselves to personal growth and group achievement.
- 2.2 Assist others in their roles as problem solvers and performers.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.
- 4.2 Utilize available resources and materials to produce original work.

Unit 5: Miscellaneous Musical Elements

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.3 Promote the fine arts at WLHS, in conference congregations and in the community.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.
- 4.2 Utilize available resources and materials to produce original work.

SECOND QUARTER

Repertoire and Performance

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers.
- 4.1 Perform or create works of various periods with stylistic accuracy.
- 4.3 Incorporate artistic techniques and personal emotions into their work.

Unit 1: Rhythm

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.

Unit 2: Melody

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 1.3 Use their knowledge to develop individual artistic style.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.2 Assist others in their roles as problem solvers and performers.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.
- 4.2 Use available resources and materials to produce original work.

THIRD QUARTER

Repertoire and Performances

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.3 Promote the fine arts at WLHS, in conference congregations and in the community.
- 4.1 Perform or create works of various periods with stylistic accuracy.
- 4.3 Incorporate artistic techniques and personal emotions into their work.

Unit 1: Rhythm

- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 1.3 Use their knowledge to develop individual artistic style.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.3 Promote the fine arts at WLHS, in conference congregations and in the community.
- 3.1 Acquire the knowledge and techniques unique to their discipline.
- 3.2 Apply artistic understanding and insights into their work.
- 4.2 Use available resources and materials to produce original work.

FOURTH QUARTER

Repertoire and Performances

- 1.1 Communicate to others that their abilities in the arts are given by God.
- 1.2 Integrate their acquired skills into classroom, performance, or competitive settings.
- 2.1 Dedicate themselves to personal growth and group achievement
- 2.3 Promote the fine arts at WLHS, in conference congregations and in the community.
- 4.1 Perform or create works of various periods with stylistic accuracy.
- 4.3 Incorporate artistic techniques and personal emotions into their work.

WISCONSIN STATE STANDARDS

FIRST QUARTER Students in Choral Class will:

Repertoire and Performance:

- A1: sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.
- A2: sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory.
- A3: sing music written in two, three, and four parts.
- A4: sing music representing diverse genres and cultures, with expression appropriate for the music.

Vocal Technique

- A1: sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

Rhythm

- C2: improvise simple rhythmic variations and simple melodic embellishments on given pentatonic melodies and melodies in major keys.
- D1: compose short pieces within specified guidelines, demonstrating the use of the elements of music.
- E1: read notation sufficiently to perform simple melodies or rhythms accurately after practice.
- E3: identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- E4: use standard notation to record musical ideas.

Music Notation

- E1: read notation sufficiently to perform simple melodies or rhythms accurately after practice.

Melody

- E1: read notation sufficiently to perform simple melodies or rhythms accurately after practice.
- E2: use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble clef and bass clefs, accurately and expressively, with a level of difficulty of two on a scale one to six.
- E3: identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
- E4: use standard notation to record musical ideas.

Miscellaneous Musical Elements

A2: sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory.

A4: sing music representing diverse genres and cultures, with expression appropriate for the music.

E3: identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

F1: identify and discuss commonly used musical forms (such as AB [binary] and ABA [ternary], rondo, theme and variations, and fugue).

SECOND QUARTER Students in Choral Class will:

Repertoire and Performance:

A1: sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

A2: sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory.

A3: sing music written in two, three, and four parts.

A4: sing music representing diverse genres and cultures, with expression appropriate for the music.

Melody

E1: read notation sufficiently to perform simple melodies or rhythms accurately after practice.

E2: use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble clef and bass clefs, accurately and expressively, with a level of difficulty of two on a scale one to six.

E3: identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

E4: use standard notation to record musical ideas.

THIRD QUARTER Students in choral class will:

Repertoire and Performance

A1: sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

A2: sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory.

A3: sing music written in two, three, and four parts.

A4: sing music representing diverse genres and cultures, with expression appropriate for the music.

Rhythm

C2: improvise simple rhythmic variations and simple melodic embellishments on given pentatonic melodies and melodies in major keys.

D1: compose short pieces within specified guidelines, demonstrating the use of the elements of music.

E1: read notation sufficiently to perform simple melodies or rhythms accurately after practice.

E3: identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.

E4: use standard notation to record musical ideas.

QUARTER FOUR Students in Choral class will:

Repertoire and Performance

A1: sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.

A2: sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six, including some songs performed from memory.

A3: sing music written in two, three, and four parts.

A4: sing music representing diverse genres and cultures, with expression appropriate for the music.