



## Syllabus for Concert Choir

**Week 1** - Class introductions, class expectations, pass out folders and music. Music theory evaluation test. Demonstrate good singing posture, sing major scale based warm-ups. Look at first music piece, discussing key, time signature, tempo, dynamics, expression, breath marks, composer and parts to sing. Sing through piece after listening to a recorded performance. Sing 2 American folk songs.

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 2** - review posture, sing major scale based warm-ups. Teach proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping. Look at second music piece, discussing key, time signature, tempo, dynamics, expression, breath marks, composer and parts to sing. Sing through piece after listening to a recorded performance. Split class to assigned theory group based on last week's evaluation - do assigned lesson for the week. Review first music piece, rehearsing parts in sections. Review 2 American folk songs, sing one Italian folk song.

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 3** - review posture, sing major scale based warm-ups. Review proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping. Look at third music piece, discussing key, time signature, tempo, dynamics, expression, breath marks, composer and parts to sing. Sing through piece after listening to a recorded performance. Split class to assigned theory group - do assigned lesson for the week. Review first and second music piece, rehearsing parts in sections. Review previous folk songs, learn second Italian folk song.

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 4** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major scale based warm-ups. Teach solfege syllables of the scale using solfege syllables and reference diagram. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Review previous folk songs, learn Scottish folk song.

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 5** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major and minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Pass out information sheet on the composer of the first piece (Mendelssohn). Discuss historical time period of the piece, along with socioeconomic factors and details about the composer's life. Review previous folk songs, learn Appalachian folk song.

NMES (National Music Education Standards) 1, 5, 6, 8, 9

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P.O. Box 300652, Waterford, MI 48330

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**Week 6** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major and minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Pass out rhythm sheets. Teach basic note values, counting (Kodaly method) out loud along with speaking and clapping rhythms. Use rhythm sticks and hand percussion to demonstrate patterns. Have different sections perform different rhythm patterns concurrently. Review all folk songs, learn English folk song.  
NMES (National Music Education Standards) 1, 2, 5, 6

**Week 7** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major and minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Pass out new rhythm sheets. Review basic note values, counting (Kodaly method) out loud along with speaking and clapping rhythms. Have different sections perform different rhythm patterns concurrently. Have class split into 3 groups to compose their own rhythm patterns. Have them perform for the class separately and as a group.  
NMES (National Music Education Standards) 1, 4, 5, 6

**Week 8** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major & minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Pass out new rhythm sheets. Review basic note values, counting (Kodaly method) out loud along with speaking and clapping rhythms. Discuss MSVMA HS Solo & Ensemble Festival and how to participate. Review all folk songs, teach African folk song.  
NMES (National Music Education Standards) 1, 5, 6, 7

**Week 9** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major & minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Start sight-singing exercises, beginning with step-wise motion following the scale on unison lines. Sing folksong of the week, discussing the historical background of the song (Erie Canal).  
NMES (National Music Education Standards) 1, 4, 5, 6, 9

**Week 10** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing major & minor scale based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Review sight-singing exercises, beginning with step-wise motion following the scale on unison lines. Sing folksong of the week, discussing the historical background of the song (Arkansas Traveller).  
NMES (National Music Education Standards) 1, 4, 5, 6, 9

**Week 11** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing intervallic based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, beginning with step-wise motion following the scale on unison lines, then intervals of a third. Sing folksong of the week, discussing the historical background of the song (Santa Lucia).

NMES (National Music Education Standards) 1, 4, 5, 6, 9

**Week 12** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing intervallic based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third. Sing carol of the week, discussing the historical background of the song (Silent Night). Record our performance of all pieces for the concert

NMES (National Music Education Standards) 1, 4, 5, 6, 9

**Week 13** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing intervallic based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, and adding descending intervals. Sing carol of the week, discussing the historical background of the song (Lo, How a Rose E're Blooming). Listen to our recording of our performance pieces. Analyze and discuss positives and areas for improvement in our performance. Take notes on areas for improvement to use in home practice.

NMES (National Music Education Standards) 1, 4, 5, 6, 7, 9

**Week 14** - review posture, proper vowel shaping for 5 basic vowels along with hand gestures to reinforce the shaping, sing intervallic based warm-ups. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, and descending intervals. Sing carol of the week, discussing the historical background of the song (Deck the Halls). Teach concert etiquette, and what is expected from the audience and the performers at a concert. Practice entering and exiting the concert hall.

NMES (National Music Education Standards) 1, 4, 5, 6, 7, 9

**Week 15** - Concert Performance - review concert etiquette, performance entrance & exits, posture, and expectations.

NMES (National Music Education Standards) 1, 6

**Week 16** - Listen to recording of choir concert. Evaluate performance based on 6 criteria - Pitch, tone, rhythm, interpretation, diction, and presentation utilizing the MSVMA (Michigan School Vocal Music Association) rubric. Pass out new repertoire, collect music from the concert.

NMES (National Music Education Standards) 7

**Week 17** - Warm-ups based on intervallic progression. Look at festival music pieces, discussing key, time signature, tempo, dynamics, expression, breath marks, composer and parts to sing. Sing through piece after listening to a recorded performance. Continue sight-singing exercises, reviewing step-wise motion following the scale on 4 part SATB lines, then intervals of a third. Sing folksong of the week, discussing the historical background of the song (Oh Susanna).

NMES (National Music Education Standards) 1, 5, 6, 9

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**Week 18** - Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, and adding descending intervals, and 1- 6 -1 interval. Sing folksong of the week, discussing the historical background of the song (Cockles and Mussels).

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 19** - Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, descending intervals, and 1- 5 -7 -1 interval. Listen to solos & ensembles attending MSVMA Solo & Ensemble Festival.

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 20** - Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, descending intervals, and 6 - 4- 2 -1 interval.

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 21** -Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, descending intervals, previous progressive intervals, and 1- 4- 2 -1 interval. Sing folksong of the week, discussing the historical background of the song (Dixie).

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 22** -Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, descending intervals, and ascending 5th interval. Sing folksong of the week, discussing the historical background of the song (Red River Valley). Record our performance of all pieces for the concert/festival.

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 23** -Warm-ups based on intervallic progression. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Continue sight-singing exercises, reviewing intervals of a third, descending intervals, and ascending 4th interval. Listen to our recording of our performance pieces. Analyze and discuss positives and areas for improvement in our performance. Take notes on areas for improvement to use in home practice.

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 24** - Concert Performance - review concert etiquette, performance entrance & exits, posture, and expectations. Perform Festival pieces at the concert.

NMES (National Music Education Standards) 1, 6

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**Week 25** - Listen to recording of choir concert. Evaluate performance based on 6 criteria - Pitch, tone, rhythm, interpretation, diction, and presentation utilizing the MSVMA (Michigan School Vocal Music Association) rubric. Continue with sight singing exercises. Optional : Outside clinician comes to work with students on their performance.

NMES (National Music Education Standards) 1, 7

**Week 26** - Attend MSVMA District Choral Festival. Perform for the panel of adjudicators, clinic, sight-reading exam. Listen to other choirs attending Festival and do an evaluation of their performance based on the MSVMA rubric.

NMES (National Music Education Standards) 1, 7

**Week 27** - Warm-ups based on intervallic progression. Add chromatic scale using kinesthetic movements. Split class to assigned theory group - do assigned lesson for the week. Listen to recording of choir festival. Evaluate performance based on 6 criteria - pitch, tone, rhythm, interpretation, diction, and presentation utilizing the MSVMA (Michigan School Vocal Music Association) rubric. Pass out new repertoire, collect music from festival.

NMES (National Music Education Standards) 7

**Week 28** - Spring Break

**Week 29** - Warm-ups based on intervallic progression. Add chromatic scales in a round. Look at new music pieces, discussing key, time signature, tempo, dynamics, expression, breath marks, composer and parts to sing. Sing through piece after listening to a recorded performance. Split class to assigned theory group - do assigned lesson for the week. Sing patriotic song of the week, discussing the historical background of the song (My Country Tis of Thee).

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 30** - Warm-ups based on intervallic progression, chromatic and major scales in a round. Review chromatic scale using kinesthetic movements. Review all music pieces, rehearsing parts in sections. Split class to assigned theory group - do assigned lesson for the week. Sing patriotic song of the week, discussing the historical background of the song (Yankee Doodle).

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 31** - Warm-ups based on intervallic progression, chromatic and major scales. Review chromatic scale using kinesthetic movements. Review all music pieces, rehearsing parts in sections. Split class to assigned theory group - do assigned lesson for the week. Sing patriotic song of the week, discussing the historical background of the song (America the Beautiful).

NMES (National Music Education Standards) 1, 5, 6, 9

**Week 32** - Warm-ups based on intervallic progression, chromatic scale using kinesthetic movements. Review all music pieces, rehearsing parts in sections. Split class to assigned theory group - do assigned lesson for the week. Sing patriotic song of the week, discussing the historical background of the song (Star Spangled Banner). Record our performance of all pieces for the concert.

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**Week 33** - Warm-ups based on intervallic progression, chromatic and major scales, chromatic scale using kinesthetic movements.. Split class to assigned theory group - do assigned lesson for the week. Review all music pieces, rehearsing parts in sections. Listen to our recording of our performance pieces. Analyze and discuss positives and areas for improvement in our performance. Take notes on areas for improvement to use in home practice.

NMES (National Music Education Standards) 1, 5, 6, 7, 9

**Week 34** - Concert Performance - review concert etiquette, performance entrance & exits, posture, and expectations. Perform Spring Concert pieces at the concert. Collect all music. Encourage continued music study over the summer break.

NMES (National Music Education Standards) 1, 6

**Required for class: Music folder, pencil, Concert attire, practice CD.**