

# Choir I :: Introductory

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students receive formal instruction with emphasis on understanding chord structure. In live and recorded music, students identify both melodic and harmonic parts. Directors use patterns inherent in melodic and harmonic sequencing to communicate expressive musical qualities.
<b>Creative Expression</b>	Students learn music literature and apply knowledge and skills to developing proficiency in choir. Students sing new material that they have read independently. Technical expectations include expansion of reading material to the major keys of C, F, G, D, B-flat and relative minors; reading simple and compact meters and asymmetric rhythms including sixteenth notes; listening to and performing three-part and four-part literature; developing vocal and choral techniques such as vowel production, expansion of vocal range, intonation awareness, balance, and blend; and expressive singing and stylistic representation.
<b>Historical and Cultural Relevance</b>	As students perform and listen to compositions selected from a variety of periods, cultures, styles, and composers, they become familiar with the characteristics used to categorize music literature.
<b>Critical Evaluation and Response</b>	Students begin to formulate personal criteria for evaluating their own study, performance, expectations, and the performance of others.
<p><b>Example:</b></p> <p>Choir I students in Danielle Rodriguez's class study the history of choral music through an examination of its function in the ceremonies of many cultures and time periods. By listening to modern renditions of ancient choral compositions, students learn how choral music has adapted to its historical context and explore how choral music has evolved into its current forms.</p> <p>At the end of the unit, students are assessed on original medleys that reflect the history of choral music. In addition to performing the original scores in small groups, each student writes a rationale for the selections they incorporated into their medleys.</p>	
<p><b><u>Differentiation Strategies for Students with Special Needs</u></b></p>	