

# Choir II :: Follows Choir I

TEKS Strand	Expectations
<b>Foundations: Music Literacy</b>	Students develop and refine technical skills and increase their knowledge with performance and listening literature. Listening experiences refine melodic and harmonic pitch.
<b>Creative Expression</b>	Classes focus on student vocal performance as part of an ensemble. As students gain greater independence in lines of their score, they recognize that a greater understanding of the complexity of rhythmic and harmonic concepts is essential. They understand each part separately and as integral components of the composition as a whole. Students become more comfortable writing and arranging their own compositions. Technical expectations for students in Choir II include the following: <ul style="list-style-type: none"> <li>• Individually sight-singing selections in major and minor keys</li> <li>• Memorization of increasingly difficult selections</li> <li>• A demonstration of their understanding of articulations, expressive symbols, and terms</li> <li>• Increased singing in languages other than English</li> <li>• Precise diction</li> </ul>
<b>Historical and Cultural Relevance</b>	Music reading, notation, and theory assist students in studying and performing literature representing many cultures, genres, styles and historical periods. Students work together and individually to discover ways to access historical eras and their cultures. Research involves exploring the music of other cultures and the role of music in everyday life and traditional ceremonies.
<b>Critical Evaluation and Response</b>	Students continue developing criteria for evaluating performances. Thoughtful critiques are important for individual achievement and for the progress of the choir as a whole.
<p><b>Example:</b></p> <p>The Harlem Boys Choir was a successful example of a skilled musical organization with particular social value. When attending a performance of the Choir, students in Bethany Williams' Choir II class take note of the technical expertise exhibited by the Harlem Boys Choir.</p> <p>When they return to school, the class discusses how the development of technical skills helps the group build a sense of community. They ask questions and explore answers that delve into social as well as musical issues, such as the following:</p> <ul style="list-style-type: none"> <li>• How does the formation of a strong sense of community help give the boys goals and direction that extend beyond the boundaries of the choir?</li> <li>• What are the historical relationships, if any, among the performance selections?</li> <li>• Are performance selections closely related to the history of Harlem? What criteria can we use to answer this question?</li> </ul>	
<b><u>Differentiation Strategies for Students with Special Needs</u></b>	