

Norwood Public Schools
Madrigal Choir Curriculum Overview

Description (including primary objectives and outcomes):

This course is a highly advanced level vocal ensemble specializing in a cappella literature from the Renaissance period. Personal musicianship skills developed through participation in this ensemble include intermediate to advanced singing techniques, music literacy, music theory, ear training, and performance experience. Ensemble skills that are developed include awareness of and sensitivity to ensemble tone quality, blend, balance, intonation, articulation, phrasing, dynamics, and style. Students are also expected to perform as members of the Concert Chorale, and Muses (select female ensemble) or Concordia (select male ensemble). This class will require participation in rehearsals and performances both during and after school.

Students selected for participation for this course will be required to take private voice lessons and perform in a minimum of one class recital. A portion of the Honors level student's grade will also be reserved for additional independent work. Vocal and written exams will serve as student assessments.

Participation for this ensemble is determined by audition and recommendation of the choral director.

Learning Experiences:

- Students will develop vocally throughout the year.
- Students will perform as an integral part of an ensemble.
- Students will develop their music literacy.
- Students will listen to and analyze choral music.
- Students will understand the historical and cultural significance of performance repertoire.

Content Outline:

Term 1

Singing: Technique fundamentals - Posture, breathing, tone production, intonation, diction, phrasing

Ensemble Skills: Balance, blend, dynamics, phrasing, assessment of own group during rehearsals, independence from conductor

Music Literacy & History: Review of music theory fundamentals, simple-moderate melodic sight-singing

Term 2

Singing: Continuation of technique

Ensemble Skills: Continuation of sight-singing

Music Literacy & History: Historical/social context of repertoire

Term 3

Singing: Continuation of technique

Ensemble Skills: Continuation of sight-singing, assessment of group using recorded performances

Music Literacy & History: Continuation of music theory and historical/social context of repertoire

Festival Assessment: MICCA Festival

Term 4

Singing: Promoting the individual voice through solo literature, performance practice, analysis of text, character sketches, audition/solo performance etiquette.

Resources Used:

Resources

- Repertoire

- Piano

- Staff-Lined White Board

- Pitch Pipes

- Sight-Reading Materials

- Private Voice Instructors

- Recording Equipment

- Stereo

- Guest Clinicians

Textbook:

- The High School Sight-Singer

Other Readings:

Web Resources:

Norwood Parent Music Association: <http://www.norwoodpma.org/>

Music Theory Resource: <http://www.musictheory.net/>

Ear-Training Resource: <http://www.good-ear.com/>

As of: October 2012