



XV. GIMNAZIJA
International Baccalaureate Department
Diploma Programme
CAS COORDINATOR:
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CAS EXPERIENCE: 2019/2020

School choir

Leader: Ms Ozana Bijelonjić, mag.mus.

Time: Thursday at 15:00 in Music room

PROGRAMME:

The IB School choir is a creativity group of students interested in developing musical potential regardless of their musical predispositions or experience. Curriculum is designed to familiarize high school students with the many techniques of vocal production through the study of a variety of choral literature in an ensemble setting.

The School choir is composed of female and male students separated in four singing groups: soprano/alto for female singers, and tenor/bass for male singers.

During a school year students will apply proper vocal production techniques to the choral singing art form with ability to appropriately project the combination of elements required for exemplary choral singing through the rehearsal and performance of experience-appropriate unison and multi-part literature. Also, they will demonstrate an increased level of mastery of music literacy skills and continue to develop an appreciation of music of many styles, periods, and cultures by identifying and demonstrating the characteristics and interpretive elements of each being studied.

The School choir program enhances the sense of community and has the task to encourage responsibility, communication, tolerance, patience, discipline and the most importantly, curiosity and creativity among students.

Essential Standards for choir singing:

1. VOCAL PRODUCTION (posture, breath support, tone quality, vowel placement, vocal placement, intonation assessment, intonation problem-solving, diction, expression, dynamics):

- the students will demonstrate correct posture while sitting or standing on a consistent basis
- the students will demonstrate proper breathing techniques necessary for supporting the tone
- the students will sing uniform vowel sounds by using a variety of tone colors
- the students will demonstrate an understanding of the physical attributes of correct vowel placement
- the students will sing with a focused, resonant tone
- the students will match pitch and sing in tune
- the students will demonstrate the ability to self-correct pitch inaccuracies

- the students will demonstrate articulate diction consistently while maintaining uniform vowel placement
- the students will sing musically with appropriate phrasing with an understanding of how these elements may be used to communicate the text most effectively
- the students will sing at various dynamic levels while maintaining appropriate breath support and tone quality

2. CHORAL TECHNIQUES (matching vowel sounds, blend and balance, attacks and releases, following the conductor):

- the students will recognize and demonstrate a uniform vowel sound within the section and in full choir
- the students will recognize and demonstrate sensitivity to choral blend and balance
- the students will be able to demonstrate the appropriate response to the director’s conducting of attack and release cues
- the students will be able to respond to the director’s interpretation of any given choral work

WORK PLAN:

Month	Goal	Learning outcome
OCTOBER	<ul style="list-style-type: none"> • Sing with proper tone production by correctly managing the breath and choosing the correct vowel and/or placement or resonance while singing alone and in groups • 	<p>Undertaken new challenges: A new challenge may be an unfamiliar activity, or an extension to an existing one.</p>
NOVEMBER	<ul style="list-style-type: none"> • Demonstrate ability to sing accurate pitch (intonation) and rhythmic patterns. • Sing and recognize a variety of musical styles representing different time periods. • Demonstrate an understanding the elements of proper diction 	<p>Develop new skills: As with new challenges, new skills may be shown in activities that you have not previously undertaken, or in increased expertise in an established area.</p>
DECEMBER	<ul style="list-style-type: none"> • Demonstrate correctly aligned posture. • Demonstrate appropriate performance practice for a variety of musical styles and time periods • Perform the diction and nuances of a variety of languages 	<p>Planned and initiated activities: Planning and initiation will often be in collaboration with others. It can be shown in activities that are part of larger projects, for example, ongoing school activities in the local community, as well as in small student-led activities.</p>
JANUARY	<ul style="list-style-type: none"> • Demonstrate an understanding of expressive singing, dynamics, phrasing, and text inflection. • Correctly perform notated pitches and or rhythms without prior study. (Without accompaniment) 	<p>Worked collaboratively with others: Collaboration can be shown in many different activities, such as team sports, playing music in a choir, or helping in a kindergarten. At least one project involving teamwork that integrates at least two or more of creativity, action and service, and is of significant duration (3 months) is required.</p>
FEBRUARY	<ul style="list-style-type: none"> • Sing with proper tone production by 	<p>Shown perseverance and commitment</p>

	<p>correctly managing the breath and choosing the correct vowel and/or placement or resonance</p> <ul style="list-style-type: none"> • Recognize intended function of music from an historical and cultural perspective • Identify, Define and Perform common musical symbols 	<p>in their activities:</p> <p>At a minimum, this implies attending regularly and accepting a share of the responsibility for dealing with problems that arise in the course of activities.</p>
MARCH	<ul style="list-style-type: none"> • Identify, and define common musical terminology • Sing while utilizing horizontal and vertical tuning techniques. • Perform using a palate of multiple vocal tone colors and styles 	<p>Increased your awareness of your own strengths and areas for growth:</p> <p>You are able to see yourselves as individuals with various skills and abilities, some more developed than others, and understand that you can make choices about how you wish to move forward.</p>
APRIL	<ul style="list-style-type: none"> • Interpret conducting gestures related to expression, phrasing, dynamics, articulation and tempo. • Demonstrate an understanding of expressive singing, dynamics, phrasing, and text inflection. 	<p>Demonstrate engagement with issues of global significance:</p> <p>You are able to identify and demonstrate your understanding of global issues, make responsible decisions, and take appropriate action in response to the issue either locally, nationally or internationally.</p>
MAY	<ul style="list-style-type: none"> • Students can represent adjustments to the vocal score through the use of a system of rehearsal markings. • Students will demonstrate an understanding of sound and silence and the role of each in an effective rehearsal or performance 	<p>Recognize and consider the ethics of choices and actions:</p> <p>Students show awareness of the consequences of choices and actions in planning and carrying out CAS experiences</p>

The Conclusion:

Students in this creativity group shall built and develop around seven learning outcomes perceptual and analytic skills. They will be learning how to deal with stress and how to accept discipline and simple rules for successful collaboration. Also they will be practicing patience. We'll be developing creativity and we'll be finding methods for resolving problems.

Through friendship and making music, this group will be trained to develop compassion in order to become tolerant coworkers, interested in getting the tasks done.