

BERNARDS HIGH SCHOOL
Bernardsville, New Jersey

Course Outline & Proficiencies

Original Date of BOE Adoption:

Department: Visual & Performing Arts

Name of Course: Madrigal Ensemble

Grades: 9-12

Credits: 5.0

Length: Year

Prerequisite: Audition

Course Description:

The Madrigal Ensemble offers an opportunity to a select, auditioned group of vocalists at Bernards High School in the performance of choral music. The group, ranging in size from sixteen to twenty members, is chosen by audition, based on musicianship and scholarship. Performing in concerts throughout the year, the Ensemble represents their school by presenting music from all periods of music history. Each student must have rehearsal contact with the Concert Choir as well.

New Jersey Core Curriculum Content Standards

1.1 The Creative Process: All students will demonstrate an understanding of the elements and principals that govern the creation of works of art in dance, music, theatre, and visual art.

1.1.12.B.1: Examine how aspects of meter, rhythm, tonality, intervals, chords, and harmonic progressions are organized and manipulated to establish unity and variety in genres of musical compositions.

1.1.12.B.2: Synthesize knowledge of the elements of music in the deconstruction and performance of complex musical scores from diverse cultural contexts.

1.2 History of the Arts and Culture: All students will understand the role, development, and influence of the arts throughout history and across cultures.

1.2.12.A.1: Determine how dance, music, theatre, and visual art have influenced world cultures throughout history.

1.2.12.A.2: Justify the impact of innovations in the arts (e.g., the availability of music online) on societal norms and habits of mind in various historical eras.

1.3 Performance: All students will synthesize those skills, media, methods, and technologies appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.

1.3.12.B.1: Analyze compositions from different world cultures and genres with respect to technique, musicality, and stylistic nuance, and/or perform excerpts with technical accuracy, appropriate musicality, and the relevant stylistic nuance.

1.3.12.B.2: Analyze how the elements of music are manipulated in original or prepared musical scores.

1.3.12.B.3: Improvise works through the conscious manipulation of the elements of music, using a variety of traditional and nontraditional sound sources, including electronic sound-generating equipment and music generation programs.

1.3.12.B.4: Arrange simple pieces for voice or instrument using a variety of traditional and nontraditional sound sources or electronic media, and/or analyze prepared scores using music composition software.

1.4 Aesthetic Response & Critique Methodologies: All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

1.4.12.A.1: Use contextual clues to differentiate between unique and common properties and to discern the cultural implications of works of dance, music, theatre, and visual art.

1.4.12.A.2: Speculate on the artist's intent, using discipline-specific arts terminology and citing embedded clues to substantiate the hypothesis.

1.4.12.A.3: Develop informed personal responses to an assortment of artworks across the four arts disciplines (dance, music, theatre, and visual art), using historical significance, craftsmanship, cultural context, and originality as criteria for assigning value to the works.

1.4.12.A.4: Evaluate how exposure to various cultures influences individual, emotional, intellectual, and kinesthetic responses to artwork.

1.4.12.B.1: Formulate criteria for arts evaluation using the principles of positive critique and observation of the elements of art and principles of design, and use the criteria to evaluate works of dance, music, theatre, visual, and multimedia artwork from diverse cultural contexts and historical eras.

1.4.12.B.2: Evaluate how an artist's technical proficiency may affect the creation or presentation of a work of art, as well as how the context in which a work is performed or shown may impact perceptions of its significance/meaning.

1.4.12.B.3: Determine the role of art and art-making in a global society by analyzing the influence of technology on the visual, performing, and multimedia arts for consumers, creators, and performers around the world.

Course Objectives:

- A. To provide the opportunity for students to sing in a mixed ensemble.
- B. To learn proper rehearsal and performance techniques.
- C. To develop proper vocal production.
- D. To develop music reading skills using solfege.
- E. To expose students to a variety of music from many musical eras.
- F. To develop an awareness of the expressive qualities in music.

Course Outline:

- A. Testing of all students for placement into voice parts (Soprano, Alto, Tenor and Bass).
- B. Daily "Voice-Building" (every day) to develop proper singing and breathing techniques.
- C. Sight reading of new music.
 - 1. melodic lines
 - 2. four-part harmony sight reading
- D. Discussion (throughout the year) of musical terms and the historical context of music being rehearsed.
- E. Learning of voice parts (correct notes, rhythms, breath marks).
- F. Development of musical expression (phrasing, dynamics, authenticity of style, correct language, pronunciation, diction).
- G. Oral testing: solo and in quartets.
- H. Concert performances, i.e. winter and spring concert, festivals, competitions, special performances, and concert tours.

Student will be assessed in the following manner:

- A. Attendance/attitude/musicianship. Students must meet rehearsal and performance obligations to receive a passing grade.
- B. Solo/ensemble performance - evaluated by director.
- C. Performance: concerts, festivals, competitions, etc. - evaluated by director.
- D. Mastery of sight-singing skills.
- E. Development of vocal tone production

Course Materials:

- A. Concert music selected from varied repertoire: baroque, classical, romantic contemporary, popular, Broadway, and Vocal Jazz.
- B. District approved instructional DVD's.

Proficiencies developed within this course (as per NJ Core Curriculum Content Standards stated above)

- A. Knowledge and performance of all major and chromatic scales.
- B. Demonstrate technical and expressive skill through performance, both individual and group.
- C. Perform the following repertoire: classical, contemporary, popular, operatic, Broadway, and jazz.
- D. Demonstrate receptiveness to professional musical performances, clinicians, adjudicators, assemblies, private instructors, etc., which encourage a life long appreciation of music as well as possible careers in music.
- E. Attend performances, i.e. concerts, assemblies, competitions/festivals, etc. which develop artistic appreciation as well as an understanding of appropriate concert etiquette.
- F. Discuss music with proper terminology developed through class discussions.
- G. Express ideas to the group in class discussion.
- H. Express opinions to the group in class discussion and written critique.