
















# High School Choral Learning in Place Packet

**April 27<sup>th</sup> – May 15<sup>th</sup>, 2020  
Suggested Pacing Guide:**

Monday 4/27/2020	Tuesday 4/28/2020	Wednesday 4/29/2020	Thursday 4/30/2020	Friday 5/1/2020
				
<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log
<input type="checkbox"/> History Lesson - Read: <i>Classical Music 1750 - 1820</i>	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Complete: Read and Answer (Classical Period)	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Review Sight Reading IV (attempt all levels)
Monday 5/4/2020	Tuesday 5/5/2020	Wednesday 5/6/2020	Thursday 5/7/2020	Friday 5/8/2020
				
<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log
<input type="checkbox"/> Theory Worksheet: Sharps and Flats I - Complete 1-3	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Theory Worksheet: Sharps and Flats I - Complete 4-6	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Review Sight Reading IV (attempt all levels)
Monday 5/11/2020	Tuesday 5/12/2020	Wednesday 5/13/2020	Thursday 5/14/2020	Friday 5/15/2020
				
<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log	<input type="checkbox"/> Practice Log
<input type="checkbox"/> Physiology - Read	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Complete: Physiology Question	<input type="checkbox"/> Sight Reading IV	<input type="checkbox"/> Review Sight Reading IV (attempt all levels)

# Classical Period 1750-1820

## Focus

- Describe the Classical Period, including important developments of the time.
- Describe characteristics of Classical music.

## The Classical Period— The Age of Enlightenment

The **Classical period** (1750-1820) was a time when, as a result of archeological findings, society began looking to the ancient Greeks and Romans for examples of order and ways of looking at life. The calm beauty and simplicity of this ancient art inspired artists, architects and musicians to move away from the overly decorated standards of the Baroque period. The elegant symmetry of Greek architecture in particular was recreated in thousands of buildings in Europe and the New World.

This time was also called “The Age of Enlightenment.” Writers, philosophers and scientists of the eighteenth century sought to break from the past and replace the darkness and ignorance of European thought with the “light” of truth. The spirit of democracy was ignited by the writings of thinkers such as Voltaire and Thomas Jefferson. Their writings suggested that through science and democracy, people could choose their own fate.

These new thoughts and ways of thinking became widespread to much of the people of the day. The desire for change became so strong that citizens in a number of countries rebelled against leaders who did not grant them basic civil and economic rights. For example, the American Revolution, in which the colonists rebelled against the British government, was based on many of the principles of the “Enlightenment.” The French Revolution resulted in the elimination of the monarchy and the establishment of a new government and a new societal structure in that country. Monarchies throughout Europe that were not overthrown became less powerful; many of these countries adopted a democratic form of government.

## Music of the Classical Period

Musicians moved from the heavily ornate styles of the Baroque period and embraced the clean, uncluttered style of the early Greeks and Romans. Instead of many melodies occurring simultaneously, as in the Baroque period, Classical composers wrote clearer music in which one melody sings out while the other parts provide a simple harmonic accompaniment.

The Classical period has been called the “golden age of music.” Many forms of music—the **symphony**, *a large scale work for orchestra*, the **concerto**, *a multi-movement for solo instrument and orchestra*, the **sonata**, *a multi-movement piece for solo instrument*, and the **string quartet**, *a form of chamber music which uses two violins, a viola and cello*—were fully developed during this period. The growing popularity of these forms of music led to the establishment of the string, woodwind, brass and percussion sections of today’s orchestras. The piano, with its greater sonority than Baroque keyboard instruments, began to become an important instrument in Classical compositions.

## Performance Links

When performing music of the Classical period, it is important to apply the following guidelines:

- Listen for the melody line so the accompaniment parts do not overshadow it.
- Sing chords in tune.
- Make dynamic level changes that move smoothly.
- Keep phrases flowing and connected.

## Listening Links

### CHORAL SELECTION

“Gloria” from *Coronation Mass* by Wolfgang Amadeus Mozart (1756-1791)

<https://youtu.be/suUQAxvI80k>

Mozart wrote the *Coronation Mass* for the coronation of the Emperor Leopold II of Frankfurt, Germany in 1790. The piece was written for choir, soloists and full orchestra. “Gloria,” the second part of the Mass, can be broken into three sections: a beginning, a middle or development, and an ending. Notice that this ending is much like the beginning. The piece ends with a dramatic coda. One melody sings out while the other innovative interplay between the soloists. List at least three different ways that the soloists sing together.

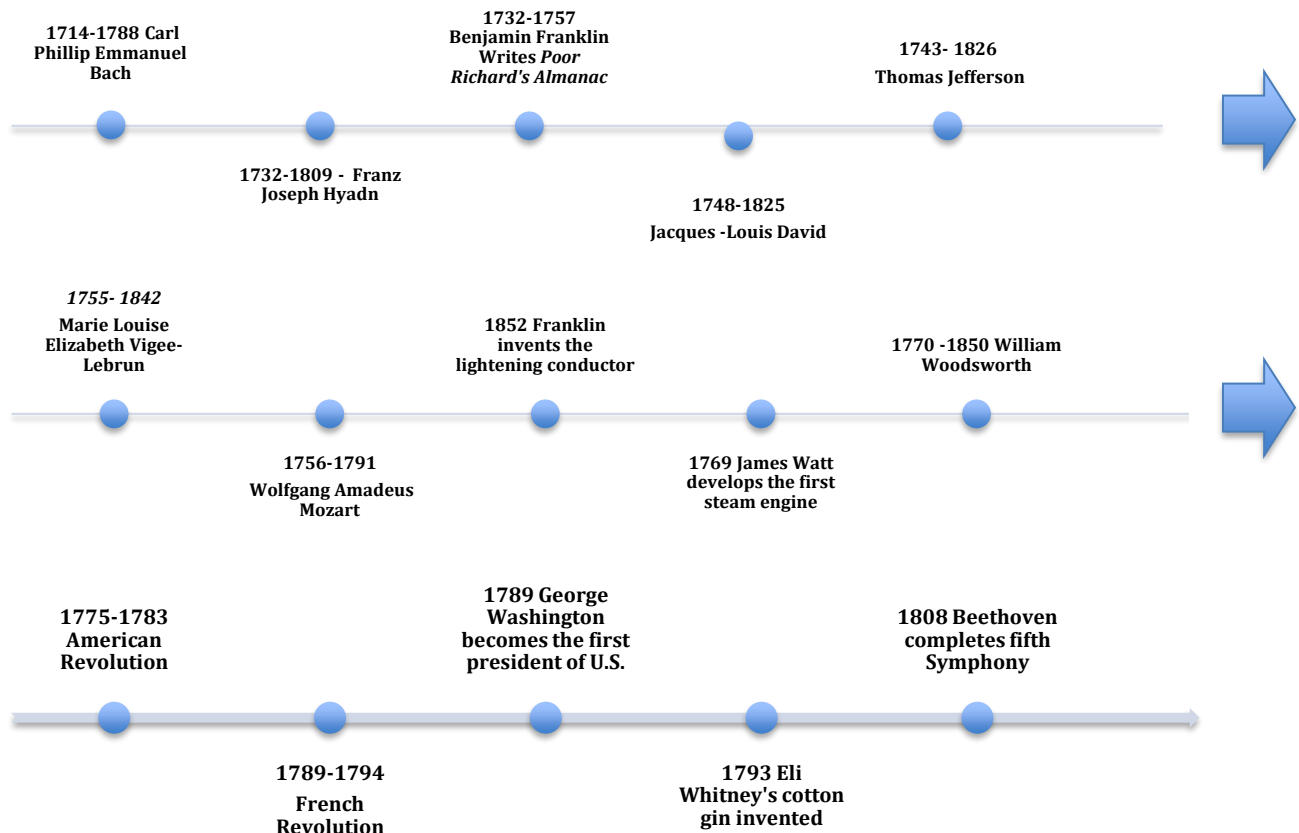
### INSTRUMENTAL SELECTION

Symphony #100 in G Major, Second Movement by Franz Joseph Haydn (1732-1809)

[https://youtu.be/jfu-WST\\_cBI](https://youtu.be/jfu-WST_cBI)

Haydn’s *Symphony #100 in G Major* is also known as the “Military Symphony.” It is one of two sets of London symphonies written late in Haydn’s career in 1794. It calls for a large orchestra for the time, adding instruments from the Turkish military influence—triangle, cymbals, bass drum and bell tree. Listen to this piece of music, paying attention to the contrasting sections.

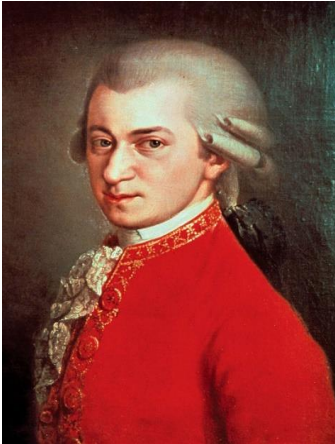
## Classical Timeline:



Source:

Emily Crocker, Michael Jochen, Jan Juneau, Henry H. Leck, Michael O’Hern, Audrey Snyder and Mollie Tower. *Experiencing Chorale Music*. Glencoe/McGraw-Hill Companies (2005). 124-127.

# CLASSICAL PERIOD READ AND ANSWER



Wolfgang Amadeus Mozart (1756-1791)

## Famous Classical Composers:

Franz Joseph Haydn (1732-1809)  
Wolfgang Amadeus Mozart (1756-1791)  
Ludwig van Beethoven (1770-1827)  
Franz Schubert (1797-1828)

## Vocabulary:

Classical Period  
Symphony  
Concerto  
Sonata  
String Quartet

## Check your Understanding Questions:

1. What are the dates for the Classical period? \_\_\_\_\_
2. Identify three important developments that took place during the classical period
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
  - iii. \_\_\_\_\_
3. The Classical period has been called the \_\_\_\_\_.
4. The **Symphony** is : \_\_\_\_\_.
5. The **Concerto** is: \_\_\_\_\_.
6. The **Sonata** is : \_\_\_\_\_.
7. The \_\_\_\_\_ became an important instrument in Classical compositions.
8. When performing Classical music, one must listen to the \_\_\_\_\_ line so that the accompaniment parts do not overshadow it.
9. List two famous composers from the Classical period.
  - i. \_\_\_\_\_
  - ii. \_\_\_\_\_
10. When performing Classical music make \_\_\_\_\_ changes that move smoothly.

## Bonus:

1. The Classical period was also called the Age of \_\_\_\_\_. Writers, philosophers, and scientists of the eighteenth century sought to break from the past and replace the darkness and ignorance of European thought with the \_\_\_\_\_ of \_\_\_\_\_.
2. Music moved away from the heavily ornate styles of the Baroque period and embraced the clean uncluttered style of the early \_\_\_\_\_ and \_\_\_\_\_.
3. A form of chamber music that uses two violins, a viola and a cello is called a \_\_\_\_\_.

Practice Log: (record the time you spent practicing each day of the week and add up the total)

Monday – 4/27/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Monday – 5/4/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Monday – 5/11/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Tuesday – 4/28/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Tuesday – 5/5/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Tuesday – 5/12/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Wednesday – 4/29/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Wednesday – 5/6/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Wednesday – 5/13/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Thursday – 4/30/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Thursday – 5/7/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Thursday – 5/14/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Friday – 5/1/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Friday – 5/8/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Friday – 5/15/2020

- Breathing Exercises: \_\_\_\_ min.
- Warm up your voice: \_\_\_\_ min.
- Sight Reading: \_\_\_\_ min.
- Alma Mater: \_\_\_\_ min.
- Song of your choice: \_\_\_\_ min.

Total Weekly Practice Time:

Hours: \_\_\_\_\_ Minutes: \_\_\_\_\_

Total Weekly Practice Time:

Hours: \_\_\_\_\_ Minutes: \_\_\_\_\_

Total Weekly Practice Time:

Hours: \_\_\_\_\_ Minutes: \_\_\_\_\_

Name \_\_\_\_\_

### HS Sight Reading IV

#### Level 1

Level 1 consists of three systems of music. Each system has two staves: S/A (Soprano/Alto) and T/B (Tenor/Bass). The first system is in C major, 4/4 time. The second system is in B-flat major, 4/4 time. The third system is in B-flat major, 4/4 time. The music is a simple harmonic exercise with a consistent rhythmic pattern.

#### Level 2

Level 2 consists of two systems of music. Each system has four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The first system is in B-flat major, 4/4 time. The second system is in B-flat major, 4/4 time. The music is a more complex harmonic exercise with a consistent rhythmic pattern.

### Level 3

Musical score for Level 3, measures 51-58. The score is in 4/4 time and consists of two systems. The first system (measures 51-54) is in the key of B-flat major (two flats) and features five staves: S1 (Soprano), S2 (Soprano), A (Alto), T1 (Tenor), and T2 (Tenor). The second system (measures 55-58) is in the key of D minor (one flat) and features four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The notation includes various rhythmic values such as quarter, eighth, and sixteenth notes, as well as rests.

### Level 4

Musical score for Level 4, measures 59-66. The score is in 4/4 time and consists of two systems. The first system (measures 59-62) is in the key of D major (two sharps) and features four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The second system (measures 63-66) is in the key of B-flat major (two flats) and features four staves: S (Soprano), A (Alto), T (Tenor), and B (Bass). The notation includes various rhythmic values such as quarter, eighth, and sixteenth notes, as well as rests.

# PHYSIOLOGY- READ

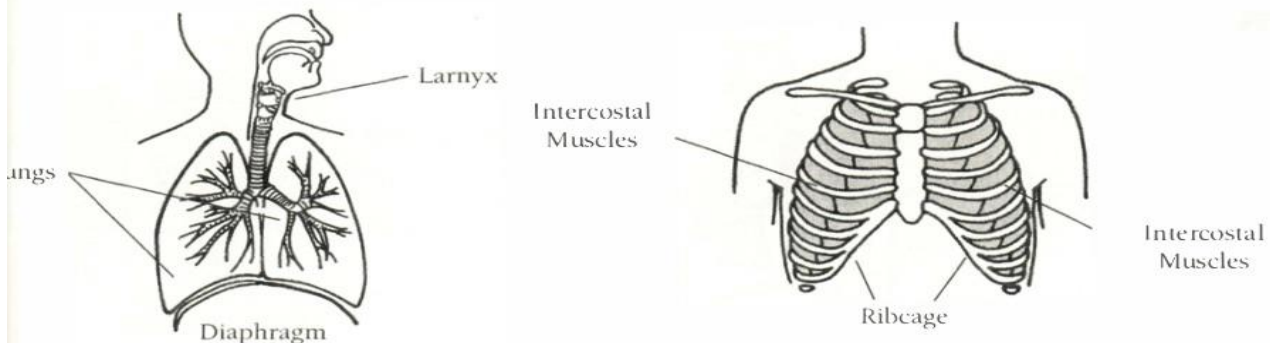


NAME \_\_\_\_\_

DATE \_\_\_\_\_

**The Breathing process:** The physical aspect of breathing involves several different parts of the body.

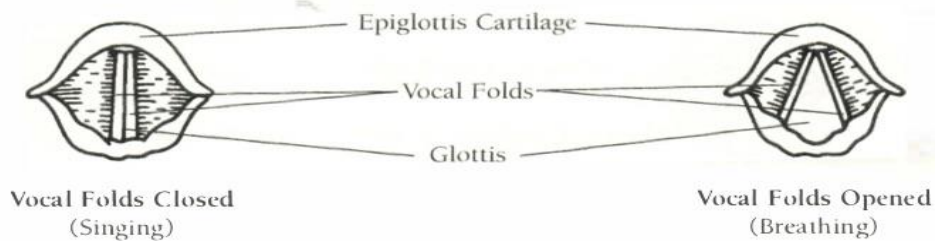
During inhalation, the *diaphragm* muscle contracts, flattens and moves downward toward the feet. This motion pushes against the abdomen, pushing it outward. At the same time, the *intercostal muscles* (rib muscles) also contract, moving the ribs outward, expanding the rib cage. Since the lungs are attached to the diaphragm and the ribs, the lungs expand, and air rushes in. When you sing, your exhalation is controlled, the abdominal muscles contract and the ribs stay expanded to provide resistance and control to the exhalation.



**Vocalization:** The source of vocal tone is the *larynx* (pronounced “LEH-rinks” and popularly called the “voice box” or “Adam’s Apple”). The larynx is a part of the respiratory system and is not a muscle, but is made of *cartilage*. The larynx is located midway between the mouth, nose and throat above, and the lungs and trachea air passages below.

**The Vocal Folds:** The *vocal folds* (also called vocal cords) are a pair of muscles attached to the front and back of the larynx. They open and close somewhat like a valve – open for breathing, closed for singing (and speaking). Exhaled air passes between the gently closed vocal folds, causing them to vibrate. The number of vibrations per second produces pitch. The following illustration shows the vocal folds from above.

The Vocal Folds (seen from above)



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# PHYSIOLOGY QUESTIONS

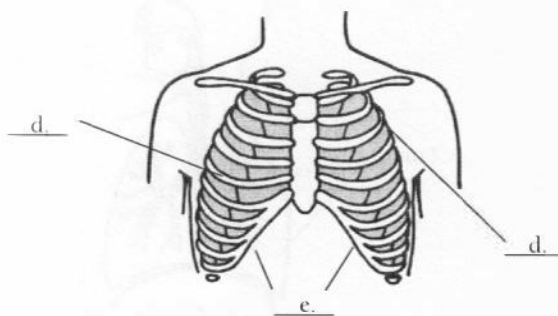
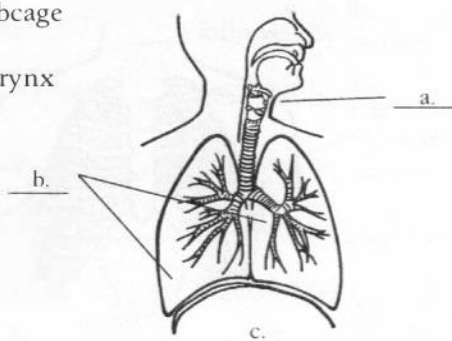
NAME \_\_\_\_\_

DATE \_\_\_\_\_

## BREATHING MECHANISM

Match the correct letter with the term.

1. \_\_\_\_ Diaphragm
2. \_\_\_\_ Lungs
3. \_\_\_\_ Intercostal Muscles
4. \_\_\_\_ Ribcage
5. \_\_\_\_ Larynx

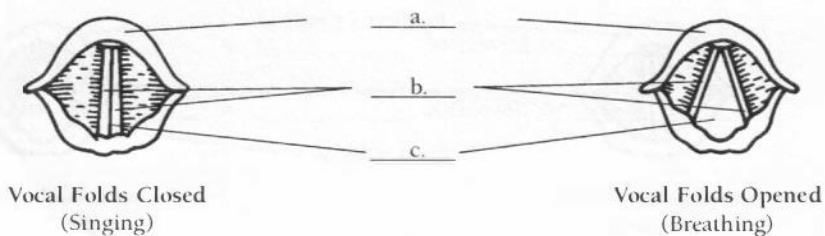


## VOCAL MECHANISM

Match the correct letter with the term.

6. \_\_\_\_ Epiglottis Cartilage
7. \_\_\_\_ Vocal Folds
8. \_\_\_\_ Glottis

The Vocal Folds (seen from above)



Vocal Folds Closed  
(Singing)

Vocal Folds Opened  
(Breathing)

Name \_\_\_\_\_

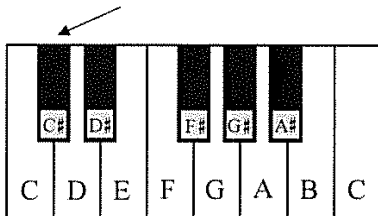
Date \_\_\_\_\_

# Sharps and Flats I

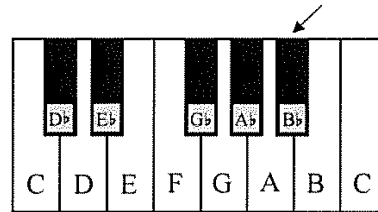
A **sharp** sign ( # ) placed in front of a note ( # )  
raises its pitch a half step.

A **flat** sign ( b ) placed in front of a note ( b )  
lowers its pitch a half step.

C# is 1/2 step higher than C



Bb is 1/2 step lower than B



It is easy to see, on the piano keyboard, how the black keys to the right (1/2 step higher) of a note are sharps and the black keys to the left (1/2 step lower) of a note are flats.

1. Practice drawing sharps by tracing over the guidelines. Draw six more in the remaining space.



2. Practice drawing flats by tracing over the guidelines. Draw six more in the remaining space.



3. Write a flat sign in front of each note and then name the note.



4. Write a flat sign in front of each note and then name the note.



5. Write a sharp sign in front of each note and then name the note.



6. Write a sharp sign in front of each note and then name the note.

