

Connecticut Children's Chorus
Educational Objectives and Sequence
Edition 9.2016

UNIVERSITY OF HARTFORD

THE HARTT SCHOOL COMMUNITY DIVISION

CCC Educational Objectives and Sequence

Objectives	Overture	Prelude	Canticum	Concert Choir	Men's/Women's Primi Voci
Read music notation accurately, holistically, musically, and with fluency	Pre-notational; reading readiness skills	CS I & II	CS III	Reading in keys up to three sharps and flats, with solfege in simple and compound meters	Reading in all keys up to three sharps and flats, and in all meters holistically
Sing with a healthy vocal tone, demonstrating a high level of musicality and expression, alone and in a group	As a soloist and a chorus, in unison, with expression and application of rule 1	As a soloist, chorus, and in a small group; in two parts (i.e., descant, ostinato, partner song, contrary motion) or three parts (i.e., canon or round); with expression and application of rules 1-4	As a soloist, chorus, and in a small group; in two (i.e., parallel motion), three (i.e., canon, round, triadic), and four parts; with expression and application of rules 1-6	As a soloist, chorus, and in a small group; multi-part consonant music with some dissonance; with expression and application of rules 1-8	As a soloist, chorus, and in a small group; multi-part, harmonically challenging music with divisi; with expression and application of rules 1-9
Sing in ensemble with attention to balance, nuance, and stylistically/culturally appropriate tone	As a chorus in unison; two styles/cultures	As a chorus; in two or three parts; two styles/cultures	As a small group or chorus; in two, three, and four parts; two styles/cultures	As a small group; multi-part consonant music with some dissonance; three styles/cultures	As a quartet or small group; multi-part, harmonically challenging music with divisi; three or more styles/cultures
Make musical decisions demonstrating the development of independent musicianship	As a group with substantial director support	As a group with minimal director support	As individuals in the ensemble with support	As individuals in the ensemble without support	As a soloist and within a quartet of individuals
Use knowledge of IPA to sing with accurate diction in several languages	Prepare Italian vowels; sing in one other language as a group	IPA for Italian vowels; two languages as a group	IPA for all vowels; two languages as a group	IPA for all vowels and selected consonants/clusters; three languages in a group	IPA for all vowels and selected consonants/clusters; three languages independently
Move to music appropriately to demonstrate musical understanding, body awareness, and expression	Beat competency	Beginning level rhythmic movement; expressive movement (choreography and free, expressive)	Intermediate level rhythmic movement; expressive movement (choreography and free, expressive)	Advanced level rhythmic movement; expressive movement (choreography and free, expressive)	Advanced level rhythmic movement; expressive movement (choreography and free, expressive)

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Rules for Transfer

1. *Rule of the Steady Beat*: any note lasting longer than the steady beat, crescendo slightly (or, at times, decrescendo), to add line
2. *Rule of Punctuation*: break the sound at punctuation provided in the text (while not all marks will be observed, many will apply, so the conductor must only address those releases NOT following the rule)
3. *Rule of Word Stress*: additional emphasis placed on important words or syllables, as done in speech
4. *Rule of Contour*: when the contour of the melodic line goes up, crescendo; when it goes down, decrescendo
5. *Rule of Diphthongs*: all "double vowel sounds", i.e. diphthongs, should be performed on the first vowel until just prior to the release
6. *Rule of the Slur*: there is an implied tenuto on the first note under the slur (strong-weak)
7. *Rule of a Repeated Tone*: when a tone is repeated, change dynamics, often as a crescendo
8. *Rule of Repeated Rhythm Group*: when a rhythmic group is repeated, change dynamics
9. *Rule of Dissonance*: crescendo into dissonant chords and diminish on resolution