



CROCUS PLAINS REGIONAL SECONDARY SCHOOL

COURSE OUTLINE AND ASSESSMENT GUIDE

Course Name: Chamber Choir (Advanced Ensembles) 10S, 20S, 30S, & 40S, 2025/26

Teachers: **Mr. Clint McLachlan**

Contact Information: mclachlan.clint@bsd.ca; 204.729.3919

Course Description:

Chamber Choir is a *full-year* course for each grade level, at one credit per year.

Chamber Choir is an extension of the choral program in which students have the opportunity to participate in smaller, advanced, voicing-specific vocal ensembles.

Classes and rehearsals take place in a positive learning environment in which students are encouraged to take risks and express themselves.

Rehearsals are held in both SSAA- and TTBB- (Equal Voice Chamber Choirs) specific groupings, as well as in a mixed-voice setting. In this model, members of the Girls' and Boys' Chamber Choirs work together on some repertoire and will further develop their individual vocal skills and knowledge on voicing-specific works from across the choral canon.

Text/Other Resources: **CP Sings! numbered binder with music (supplied) and pencil mandatory; positive attitude and water bottle *strongly* recommended.**

Schedule: **Mixed Chamber Tuesday and Thursday in Slot 4 (12:15 – 1:20)
(please bring your lunch – singing begins promptly at 12:30).**

Please Note:

- Enrolment in Concert Choir is required for participation in Chamber Choirs.
- Chamber Choir is a *full-year* course for each grade level, at one credit per year.
- Students may be asked to audition for the ensembles.
- Chamber Choir performances take place throughout the year, both during and outside of the regular school day. **Students are expected to make arrangements to ensure their presence at all performances and learning opportunities.**

Units of Study

In Chamber Choir, 4 curricular units: **Creating** (Class-based / Rehearsal / Skill Development), **Making** (Performance-based / Production / Representation), **Connecting** (music as it connected to times, places, social groups, and cultures), and **Responding** (critical reflection) are all interwoven throughout the school year (see below). Students' skills are scaffolded upon through the program in each unit, in a recursive curriculum.

Grades 9-12 recursive music learnings are recombined, elaborated upon, and transformed across novel and varied contexts so that learning becomes more sophisticated, more complex, deeper, and broader with time and new experiences. (Gr. 9-12 Music: MB Curriculum Framework)

NB: Enrolment in Concert Choir is required for participation in other CP vocal ensembles, including Chamber Choir and Vocal Jazz.

Unit Title	Learning Outcomes	Assessment Plan	Proposed Time
Making (M) • Rehearsal Practices • Sight Singing • Vocal Technique • Music Theory • Diction • Languages	M–M1 The learner develops competencies for using tools and techniques to produce and represent sound and music in a variety of contexts. M–M2 The learner develops listening competencies for making music. M–M3 The learner develops competencies for using elements of music in a variety of contexts.	<u>Formative Assessment:</u> Assessment is ongoing and is meant to enhance the creative endeavor and give students the opportunity to refine their skills and work. Assessment may include observation, checklists, student conferencing, and ongoing feedback. <u>Summative Assessment:</u> Assessment opportunities include: Concerts/ Performances Rehearsal practices Written assignments Will be based on rubrics, checklists, and observation. G9-45% G10 – 40% G11/12 - 35% of Final Grade	Ongoing
Creating (CR) • Rehearsal Preparation & Practices • Listening Assignments • Development & Refinement Vocal Skills • Experimentation & Sharing	M–CR1 The learner generates ideas from a variety of sources for creating music. M–CR2 The learner experiments with, develops, and uses ideas for creating music. M–CR3 The learner revises, refines, and shares music ideas and creative work.	20% of Final Grade	Ongoing

Connecting (C) • Music from other Cultures • History of Music • Different Performance Practices • Why we Sing	M–C1 The learner develops understandings about people and practices in music. M–C2 The learner develops understandings about the influence and impact of music. M–C3 The learner develops understandings about the roles, purposes, and meanings of music.	10% of Final Grade	Ongoing 4-6 experiences/ assignments specifically targeted at Connecting throughout the school year.
Responding (R) • In class discussion • Concert Reflections • Listening Activities	M–R1 The learner generates initial reactions to music experiences. M–R2 The learner critically listens to, observes, and describes music experiences. M–R3 The learner analyzes and interprets music experiences. M–R4 The learner applies new understandings about music to construct identity and to act in transformative ways.	10% of Final Grade	Ongoing

Assessment Guidelines

There are various purposes for assessment:

- Assessment *for* learning (**formative assessment**): where assessment helps teachers gain insight into what students understand in order to plan and guide instruction, and provide helpful feedback to students.
- Assessment *of* learning (**summative assessment**): where assessment informs students, teachers and parents, as well as the broader educational community, of achievement at a certain point in time in order to celebrate success, plan interventions and support continued progress.

Academic Achievement

Grades will be calculated on summative assessment information only. The final calculation will be a fair reflection of a student's achievement of the learning outcomes.

	10S	20S	30S	40S
Making	45%	40%	35%	35%
Creating	20%			
Connecting	10%			
Responding	10%			
Final Performance	45%	40%	35%	35%
Term Work	100%			

☐ Provincial Exam Final Exam

X Final Project/Assignment

☐ N/A

Learning Behaviours

Assessment and reporting of learning behaviours will be according to the Brandon School Division Learning Behaviours Rubric.