

Checklist for Selecting Choral Repertoire

This checklist combines the standards set forth by CMP, the National Standards for Arts Education (NSAE), and MMCP.

- The composition is inventive/innovative/fresh. (CMP)
- The form/structure of the piece balances repetition and contrast. (CMP)
- The piece is consistent stylistically; nothing seems “out of place.” (CMP)
- Though there is a consistency of style, the piece is unpredictable (contains surprising harmonic or tonal shifts, for example). (CMP)
- The piece has depth; it has several layers of construction and meaning. (CMP)
- The writing is idiomatic. That is, the piano part is ‘pianistic,’ and the vocal parts are written in appropriate ranges and follows standard guidelines for voice leading. (CMP)
- The text is excellent. It provokes insight on its own, apart from its musical setting. (CMP)
- There a happy “marriage” of text and music; the composer represented well the poet’s intent. (CMP)

A variety of countries will be represented over the course of a student’s singing “career,” especially the following (NSAE IA):

- | | | | |
|---------------------------------|---------------------------------|-----------------------------------|----------------------------------|
| <input type="checkbox"/> Africa | <input type="checkbox"/> Spain | <input type="checkbox"/> Ireland | <input type="checkbox"/> Germany |
| <input type="checkbox"/> Italy | <input type="checkbox"/> Mexico | <input type="checkbox"/> Russia | <input type="checkbox"/> England |
| <input type="checkbox"/> France | <input type="checkbox"/> Israel | <input type="checkbox"/> Scotland | <input type="checkbox"/> U.S.A. |

The student will develop, through the correct use of vowel shapes and syllabic stress, proper diction when singing a variety of languages, especially (NSAE IA):

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|---------------------------------|----------------------------------|----------------------------------|----------------------------------|
| <input type="checkbox"/> Latin | <input type="checkbox"/> German | <input type="checkbox"/> Hebrew | <input type="checkbox"/> Italian |
| <input type="checkbox"/> French | <input type="checkbox"/> Catalan | <input type="checkbox"/> Spanish | <input type="checkbox"/> English |

A variety of styles will be represented over the course of a student’s singing “career,” especially the following (NSAE IA):

- | | | | |
|-------------------------------------|---|--|------------------------------|
| <input type="checkbox"/> Spirituals | <input type="checkbox"/> Lullabies | <input type="checkbox"/> Jazz | <input type="checkbox"/> Pop |
| <input type="checkbox"/> Gospel | <input type="checkbox"/> World folk music | <input type="checkbox"/> Traditional choral literature | |

A variety of time periods will be represented over the course of a student’s singing “career,” especially the following (NSAE IA):

- | | | | |
|---|----------------------------------|------------------------------------|-----------------------------------|
| <input type="checkbox"/> Renaissance | <input type="checkbox"/> Baroque | <input type="checkbox"/> Classical | <input type="checkbox"/> Romantic |
| <input type="checkbox"/> 20 th Century | | | |

- The course content represents the historical qualities of music and the viable art of today. (MMCP)
- Music selections allow the instructor to approach music as an art and/or a cultural force. (MMCP)
- Music selections allow the instructor to approach music as a significant area of knowledge and experience. (MMCP)