

**Santa Rosa City Schools
Office of Educational Services
2025-2026 New Course Proposal**

(Must be submitted to the- Office of Educational Services)

(Please type)

Course Title: Beginning Choir

School: Santa Rosa High School_ Department: Fine Arts and ArtQuest_ Grade Level(s): 9,10,11,12____
Credits: 10__

Graduation Requirement Area
Music **F Visual & Performing Arts**

**A
N
D**

A-G Admission Requirement (HS only)
Music **F Visual & Performing Arts**

Length of Course: _____ 1 year _____ 2 semesters

Course Designations: *Check all other designations that apply.*

- Career Technical Education
- Proposition 28 Arts ✓

- Advanced Placement (AP)
- International Baccalaureate (IB)

Attach a response to the following issues, referring to the standards (where applicable) and frame-work for this course’s subject area. Incomplete proposals will be returned. Be sure to include the appropriate item number and title (if an attachment is being provided).

Needs Assessment Statement: Provide a rationale with specific evidence to support this course’s inclusion in SRCS’ Course Catalog.

The previous course used as an entry point to Choir at SRHS, “A Cappella,” may have suggested an advanced or specialized ensemble. Changing the entry level course to a “Beginning Choir” class more accurately reflects its inclusive nature and purpose as an entry-level class designed for all students interested in singing. This class would also not have the prerequisite of auditions and will be open to all students as other beginning level VAPA classes are.

Course Overview: Provide a one- to two-paragraph description of the course, including learning objectives, description of units.

Beginning Choir is an entry-level vocal ensemble open to all students, regardless of prior singing experience. Students of all voice types—Soprano, Alto, Tenor, and Bass—are welcome. This course introduces foundational vocal techniques, music literacy, and ensemble skills in a supportive and inclusive environment.

Students will learn proper vocal production, breath support, tone development, pitch matching, and part singing through a diverse repertoire of choral music. Emphasis is placed on developing confidence, musicianship, and collaboration.

Beginning Choir serves as a preparatory course for advanced ensembles, including Concert Choir and Chamber Choir. There is no audition necessary to join this class.

Course Content List Lesson unit activity should include the objectives, activities, assessments, and standards to be addressed in this course. Also list labs for each unit if applicable.

Course Objectives

Students will:

- Develop healthy vocal technique, including breath support, tone production, and diction
- Demonstrate basic music literacy, including rhythm, pitch, and notation
- Perform as part of a vocal ensemble with appropriate technique and musicianship
- Analyze and evaluate musical works and performances
- Explore creativity through improvisation and basic composition
- Understand the cultural and historical context of choral music
- Demonstrate collaboration, responsibility, and performance etiquette

Unit 1: Vocal Technique & Ensemble Fundamentals

Students learn proper posture, breathing, vocal production, and rehearsal etiquette.

- *Key Skills:* Tone, pitch matching, blend, balance
- *Assessments:* Vocal check-offs, participation rubric

Unit 2: Music Literacy & Sight Reading

Students develop foundational music reading skills.

- *Key Skills:* Rhythm reading, solfège, notation, dynamics
- *Assessments:* Sight-reading exercises, written theory quizzes

Unit 3: Choral Performance & Repertoire

Students rehearse and perform a variety of choral works.

- *Key Skills:* Ensemble singing, expression, interpretation
- *Assessments:* Concert performances, sectional evaluations

Unit 4: Music Analysis & Responding

Students listen to, analyze, and evaluate music.

- *Key Skills:* Critical listening, musical vocabulary, interpretation

- *Assessments*: Listening journals, concert critiques

Unit 5: Creative Expression

Students explore improvisation and composition.

- *Key Skills*: Melody creation, expressive phrasing
- *Assessments*: Composition project, performance of original work

Assessment Methods

- Performance assessments (concerts, in-class singing)
 - Formative assessments (rehearsal participation, skill checks)
 - Written assessments (music theory, reflection, analysis)
 - Peer and self-evaluations
 - Creative projects
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Materials and Resources

- Choral sheet music (varied styles and cultures)
- Piano and rehearsal tracks
- Classroom technology for audio/video playback
- Music theory and sight-reading resources

Standards Alignment

This course aligns with the **California Arts Standards for Music**, including:

- **Creating (MU:Cr1–3)**: Generate and develop musical ideas
- **Performing (MU:Pr4–6)**: Select, analyze, rehearse, and perform music
- **Responding (MU:Re7–9)**: Analyze, interpret, and evaluate music
- **Connecting (MU:Cn10–11)**: Relate music to personal and cultural contexts

The course also supports **CTE Arts, Media, and Entertainment (AME) Standards**, including:

- **5.0**: Problem Solving & Critical Thinking
 - **9.0**: Leadership & Teamwork
 - **10.0**: Technical Knowledge & Skills
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Equity and Access

Beginning Choir is open to all students regardless of prior musical experience. Instruction is scaffolded to support diverse learners, including English learners and students with varying musical backgrounds. Students are provided multiple entry points for success through

performance, listening, and creative work.

Course Outcomes

Upon completion, students will be prepared to:

- Participate confidently in a choral ensemble
 - Demonstrate foundational vocal and music literacy skills
 - Perform in public settings with appropriate musicianship
 - Continue in advanced choral ensembles
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Prerequisites: List the prerequisites that must be met for entrance into the course (*must be aligned with district policy relating to prerequisites*)

None

Future Expansion Program Needs: What problems would be encountered in replicating this course at another school

None

ADVANCED, HONORS, ADVANCED PLACEMENT, or INTERNATIONAL BACCALAUREATE: This item must be completed, if the course is identified with the distinction of Advanced, Honors, AP, or IB. (i.e. how does this course exceed the requirements of a college preparatory course of its kind?)

Describe the end-of-course assessment

CAREER PATHWAY COURSES: Please identify the industry certification that students will be preparing to take or describe the culminating experience for the pathway that students will be completing as part of the coursework.

Assurances

Does the textbook and proposed course meet District-adopted content and performance standards and State curriculum frameworks?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> N o	<input type="checkbox"/> N/ A
Will the scope and sequence of this course adequately prepare students to pass the exit or end-of-course exam?	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> N o	<input type="checkbox"/> N/ A

Budget figures must be included even if they are an estimate.

Projected Costs	Start-up	Ongoing
Personnel (Not to include classroom instructor unless a new section is needed)	none	Section allocation
Instructional Material Supplies per student (textbooks, software, etc.)	none	\$100.00 - \$500.00 for course
Services (training, equipment maintenance, contracts, etc.)	none	
Capital Outlay (remodeling, technology, etc.)	none	
Total Projected Costs		Materials as needed \$100.00 - \$500.00 yearly

Instructional Materials- must include estimates for new materials even if none have been selected. Place in chart above.

Type	Publisher	Title ISBN Author	Copyright	# Have/Need
		None - extensive choral library already exists		

Funding Source(s) for Costs and Instructional Materials

Grants (indicate specific grant and grant timeline)	
Categorical Funds (include related programs)	
Career Technical Education (must be for an approved CTE course)	

Department Funds	
Other (be specific)	

Appendix of Additional Documents

* Required additional documents include meeting minutes where the course was discussed and approved

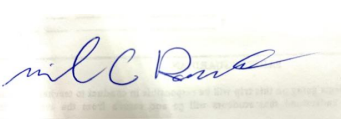
Signatures:

Originator Marla Tusa Date May 4, 2026
 Dept. Chair/Team Leader Christine Giffen Date May 4, 2026
 Principal _____ Date _____

___X___ Route to Executive Director

District Department Chair Review and Approvals:

Steering Committee Director: ___Alisa Haley_____

Department Chair Name	Signature	Site	Approved / Not Approved
Brooke Delello	<i>Brooke Delello</i>	SRHS	Approved
Christine Gifen	Christine Giffen	SRHS	Approved
Lauren Martin	Lauren Martin	EAHS	Approved
Denise Elia-Yen	<i>Denise Elia-Yen</i>	MCHS	Approved
Michael Doucette		PHS	Approved
Stephanie Hsu	Stephanie Hsu	MHS	Approved

District Principal Review and Approvals:

Principal's Name	Signature	Site	Approved / Not Approved
Andrea Correia	<i>Andrea Correia</i>	PHS	Approved
April Park Santos	<i>April Park Santos</i>	MHS	Approved
Kimberly Clissold	<i>Kimberly Clissold</i>	SRHS	Approved

Amy Wiese	<i>Amy Wiese</i>	MCHS	Approved
Casey Cunningham	<i>Casey Cunningham</i>		Approved

District Office Use Only

District Office:

Asst. Supt.,(or Designee) Educational Services Alisa Haley Date _____

Transcript Course ID VH113P	Transcript Short Title Beginning Choir P	Course Title Beginning Choir P	Default Credits 5
Course Length Semester	State Course Code 9293	UC/CSU Requirement F	CTE Pathway N/A
Graduation Requirements Y / Y / Z		Information and Evaluation Department Review 