

Units 1-6

6th-8th Grade Chorus Overview

Overview

During the 2016-2017 school year, Chorus is an elective music course that is offered to East Lower School students in grades 7 and 8. The Chorus Units of Instruction include 6 strands—three devoted to ensemble concert preparation (Acquisition, Comprehension, and Ownership) and three devoted to individual skill development (Vocal Technique, Aural Skills, and Sight-Reading Skills)— *taught concurrently throughout the year.*

Transfer Goals

- **Persevere** in the **creative process** of engaging and **purposeful** musical expressions in forms that vary in terms of contexts and style. (V = T & TP)
- **Take advantage** of **performance opportunities**, as individuals or in a group, playing a role through continued practice in the overall performance's success. (V=T)
- **Respectfully respond** to the musical expression of others through **global understanding**, **critical** stance, personal **connection**, and aesthetic interpretation. (V=A)
- **Respectfully, collaboratively and confidently connect** and **communicate** ideas, **perspectives**, and experiences through music, **locally and globally**. (V=TP & A)

SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
			*Winter Break				*Testing		
Meliora Prep Patriotic Intro (4 Weeks)	Veterans Day Performance Prep (5 Weeks)	Winter Concert Prep Caroling Field Work Prep (6 Weeks)		Black History Month Performance Prep (5 Weeks)	Technology in Choral Music Introduction (5 Weeks) Smart Music for Singers	Spring Concert Prep (9-10 Weeks)			Scholar Selection (2-3 Weeks)

Title: Concert Preparation Step 1

Course: Chorus

Topic: Acquisition of Repertoire

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.

Standard 5: Reading and notating music.

National Standards 2014

Performing - Select

Performing - Interpret

Performing - Analyze

East Overarching Big Ideas

Making meaningful expression/performing

Interpreting symbolic expression/literacy

Enduring Understandings

Students will understand that...

Performing

1. Singing is a means of communication, capable of expressing feelings and emotions that surpass the spoken language. (PERFORM – INTERPRET)
2. Humans are born with an instrument for making music—the voice. (PERFORM – SELECT)

Literacy

1. Notational literacy empowers independent musicians. (PERFORM-SELECT)

Essential Question

Students will consider such questions as...

Performing

1. In what ways is making music a more effective form of communication than speaking? In what ways is speaking a more effective form of communication than making music?
2. In what ways is singing easier than playing an instrument? In what ways is playing an instrument easier than singing?
3. How is making music in a group different than making music by oneself? In what ways is making music by oneself more fulfilling than making music with a group? In what ways is making music with a group more fulfilling than making music by oneself?

Literacy

<p>2. Standard music notation includes symbols that visually represent sounds, and a universal set of terms that aid understanding. (PERFORM – ANALYZE)</p> <p>3. Since music is an aural art form, aural literacy (e.g. listening critically) is an important component of being musically literate. (PERFORM – ANALYZE)</p>	<p>1. Is notation “music”?</p> <p>2. What is the value in becoming musically literate?</p>
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Stage 2 – Assessment Evidence

Performance Tasks:
 Students will sing their part using pitch and rhythmic accuracy with text.
 EMBEDDED PERFORMANCE TASKS

- October – Meliora Performance
- November – Veterans Day Performance
- December – Winter Concert Performance and Caroling Field Work Performance
- February – Black History Month Performance
- March – Informal Classroom, Building and Community Performances
- April – Informal Classroom, Building and Community Performances
- May – Spring Concert Performance
- June – Informal Classroom, Building and Community Performances

Key Criteria:
 The ensemble will be assessed on pitch/melodic and rhythmic accuracy of performance during rehearsals.

Other Evidence:
 Students will comply with attendance and participation policy.

Title: Concert Preparation Step 2

Course: Chorus

Topic: Comprehension of Repertoire

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.

Standard 5: Reading and notating music.

Standard 6: Listening to, analyzing, and describing music.

Standard 7: Evaluating music and music performances.

Standard 8: Understanding relationships between music, the other arts, and disciplines outside the arts.

Standard 9: Understanding music in relation to history and culture.

National Standards 2014

Performing – Analyze

Responding – Analyze

Connecting - #11

East Overarching Big Ideas

Making meaningful expression/performing

Responding to the arts

Interpreting symbolic expression/literacy

Making connections to and through the arts

Enduring Understandings

Students will understand that...

Performing

1. Singing a text imbues the words with emotional weight and meaning. (PERFORM-ANALYZE)

Responding

Essential Question

Students will consider such questions as...

Performing

1. How does working in a group influence expression?
2. In what ways is making music a more effective form of communication than speaking? In what ways is speaking a more effective form of communication than making music?

1. The depth of musical knowledge one possesses impacts how, and to what degree, one analyzes, describes, and evaluates music. (RESPONDING – ANALYZE)

Literacy

1. Literacy in the arts is valuable in facilitating the transfer of artistic expression. (RESPONDING – ANALYZE)

Connections

1. The arts connect to other disciplines, personal experiences, and daily life. (CONNECT 11)
2. There are similarities and differences in the arts produced among cultures and across time. (CONNECT 11)
3. Music connects us to the past, present, and future. (CONNECT 11)
4. Historical events have inspired musicians to create. (CONNECT 11)
5. Studying the music of a time period can provide insight into the emotional climate and historical and cultural milieu. (CONNECT 11)
6. Texts in vocal music can come from a variety of sources. (CONNECT 11)

Responding

1. How does familiarity with a piece of music affect how we respond?

Literacy

1. Why do composers use standard notation?
2. What would change if we didn't have a system of written music notation?

Connections

1. How does art reflect as well as shape culture?
2. How do artists from different eras and cultures explore and express similar themes?
3. How does my artistic work connect to other subjects I study?
4. How does music express similar themes and ideas as art and literature from the same period?
5. Why is some music timeless?

Stage 2 – Desired Results

Performance Tasks:

Students will sing their part with ensemble awareness and demonstrate an understanding of form, text, and cultural and historical context.

EMBEDDED PERFORMANCE TASKS

- October – Meliora Performance
- November – Veterans Day Performance
- December – Winter Concert Performance and Caroling Field Work Performance
- February – Black History Month Performance
- March – Informal Classroom, Building and Community Performances
- April – Informal Classroom, Building and Community Performances
- May – Spring Concert Performance
- June – Informal Classroom, Building and Community Performances

Key Criteria:

The ensemble will be assessed on stylistic accuracy/expression of performance during rehearsals.

Other Evidence:

Students will comply with attendance and participation policy.

DRAFT

Title: Concert Preparation Step 3

Course: Chorus

Topic: Ownership of Repertoire

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.

Standard 7: Evaluating music and music performances.

National Standards 2014

Performing – Select

Performing – Interpret

Responding – Select

Responding - Analyze

East Overarching Big Ideas

Making meaningful expression/performing

Responding to the arts

Enduring Understandings

Students will understand that...

Performing

1. The arts express ideas, feelings, and human experience.
2. Artistic choices are influenced by personal experience and human development. (PERFORM – SELECT)
3. Performing involves interpretive decisions. (PERFORM – INTERPRET)

Responding

Essential Question

Students will consider such questions as...

Performing

1. How do the arts express ideas, feelings, and experiences?
2. What makes artistic expression meaningful?
3. Why is it important to express myself through the arts?
4. How does having an audience impact the performers? Is the audience an essential component of a performance?

Responding

<ol style="list-style-type: none"> 1. Responding to the arts enhances one’s life and influences one’s personal expression. 2. The music to which one has been exposed influences one’s musical preferences. (RESPONDING – SELECT) 3. Listening to music evokes emotions, whether or not one has chosen to listen to it. (RESPONDING – ANALYZE) 	<ol style="list-style-type: none"> 1. How do we perceive, interpret, and engage with art? 2. How does knowledge and experience influence interpretation? 3. How does responding to works of art enrich my life and influence my work?
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Stage 2 – Desired Results

Performance Tasks:
 Students will sing expressively with interconnectedness and interdependence, responding aesthetically and emotionally to both conductor and ensemble.

EMBEDDED PERFORMANCE TASKS

- October – Meliora Performance
- November – Veterans Day Performance
- December – Winter Concert Performance and Caroling Field Work Performance
- February – Black History Month Performance
- March – Informal Classroom, Building and Community Performances
- April – Informal Classroom, Building and Community Performances
- May – Spring Concert Performance
- June – Informal Classroom, Building and Community Performances

Key Criteria:
 The ensemble will be assessed on expressive interpretation during rehearsals and in concert.

Other Evidence:
 Students will comply with attendance and participation policy.
 Students will reflect on their performance after the concert.

Title: Vocal Technique

Course: Chorus

Topic: Vocal Technique

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.

National Standards 2014

Performing – Select

Performing – Interpret

Performing - Evaluate

East Overarching Big Ideas

Making meaningful expression/performing

Enduring Understandings

Students will understand that...

Performing

1. Humans are born with an instrument for making music—the voice. (PERFORM – SELECT)
2. Singing is communication. (PERFORM – INTERPRET)

Essential Question

Students will consider such questions as...

Performing

1. In what ways is singing easier than playing an instrument? In what ways is playing an instrument easier than singing?
2. What mechanics are involved in order to be able to sing? Can anyone learn how to sing? Can anyone learn how to sing at the same ability level? Why do people’s singing voices sound different?
3. Why do so many adults feel that they cannot sing? (PERFORM – EVALUATE)
4. If they don’t sing, are they missing out on something?

Stage 2 – Desired Results

Performance Tasks:

Students will sing alone and in small and large groups, at all times with expression and with technical accuracy, demonstrating the proper mechanics of singing.

Eighth Grade only:

Students will sing a solo (song selection by teacher, ex: “Long, Long Ago”) and record their performance. They will listen to the recording and fill out a self-evaluation rubric, as well as provide a written description of one way that they could improve their performance.

EMBEDDED PERFORMANCE TASKS

- October – Meliora Performance
- November – Veterans Day Performance
- December – Winter Concert Performance and Caroling Field Work Performance
- February – Black History Month Performance
- March – Informal Classroom, Building and Community Performances
- April – Informal Classroom, Building and Community Performances
- May – Spring Concert Performance
- June – Informal Classroom, Building and Community Performances

Key Criteria:

- Although the ability to sing with proper vocal technique requires an ongoing commitment to mastery, students will be periodically assessed on the following criteria: posture, breathing, tone quality, breath support, and vowel production (technique).

Eighth Grade only:

- Students’ recorded solo performances will be evaluated by the teacher using the State Singing Assessment Task rubric on the following criteria: tonality and intonation, note accuracy, rhythmic accuracy, tone quality, diction, expression.
- Students will also complete the self-evaluation rubric from the State Singing Assessment Task, on which they will assess their own performance based on the same criteria.
- Students will identify an area of their performance on which to improve, describe the problem, and state how they must correct the problem, using the following music vocabulary: *articulation, breath support, consonants, diction, dynamics, expression, phrasing, pitch, posture, resonant, steady beat, tonality, tone quality, vocal space, vowel shape.*

Other Evidence:

Students will perform a vocal warm-up at the start of every class or rehearsal, with focus and full engagement.

Title: Aural Skills

Course: Chorus

Topic: Aural Skills

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.

Standard 3: Improvising melodies, variations, and accompaniments.

Standard 6: Listening to, analyzing, and describing music.

Standard 7: Evaluating music and music performances.

National Standards 2014

Creating – Imagine, Plan & Makes, Evaluate & Refine, Present

Performing – Select and Interpret

Responding – Select, Analyze, Interpret and Evaluate

East Overarching Big Ideas

Making meaningful expression/performing

Expressing personal ideas/creating

Responding to the arts

Interpreting symbolic expression/literacy

Enduring Understandings

Students will understand that...

Performing

1. Artistic choices are influenced by personal experience and human development. (PERFORM – SELECT and INTERPRET)

Creating

Essential Question

Students will consider such questions as...

Performing

1. In what ways is singing easier than playing an instrument? In what ways is playing an instrument easier than singing?

Creating

1. How do I express my ideas, feelings, or mood through music?

1. Creating in the arts uses imagination, self-discipline, problem-solving and experience. (CREATING – IMAGINE, PLAN & MAKE, EVALUATE & REFINE)
2. Improvisation expresses ideas and feelings in the moment. (CREATING – IMAGINE, PRESENT)
3. Improvisation and composition involve guidelines and structure, which may be amended during the creative process. (CREATING – IMAGINE, PRESENT)

Responding

1. Artistic expression can be analyzed, described, and evaluated, both intellectually and emotionally, in a variety of ways. (RESPONDING – ANALYZE, INTERPRET, EVALUATE)
2. The depth of musical knowledge one possesses impacts how, and to what degree, one analyzes, describes, and evaluates music. (RESPONDING – SELECT)

Literacy

1. Since music is an aural art form, aural literacy (e.g. listening critically) is an important component of being musically literate.

Responding

1. How does knowledge and experience influence interpretation?

Literacy

1. Is notation “music”?

Stage 2 – Desired Results

Performance Tasks:

Sixth Grade:

1. Students will hear tonic patterns, analyze what they hear, audiate a musical response, and then sing that musical response. The musical response may include: the starting pitch, the resting tone, the full pattern, or a new pattern of the student’s creation. The musical response may be sung on solfege or neutral syllables.
2. Students will listen to a piece of music, perform the macrobeat and microbeat, and determine the meter.

Seventh Grade:

3. Students will hear tonic and dominant patterns, analyze what they hear, audiate a musical response, and then sing that musical response. The musical response may include: the starting pitch, the resting tone, the full pattern, or a new pattern of the student’s creation. The musical response may be sung on solfege or neutral syllables.
4. Students will listen to a piece of music and improvise a rhythm over the music that demonstrates an understanding of meter and steady beat, while maintaining the macrobeat and microbeat.

Eighth Grade:

5. Students will hear tonic, dominant, and subdominant patterns, analyze what they hear, audiate a musical response, and then sing that musical response. The musical response may include: the starting pitch, the resting tone, the full pattern, or a new pattern of the student's creation. The musical response may be sung on solfege or neutral syllables.
6. Students will listen to a piece of music and improvise a rhythm over the music that demonstrates an understanding of meter and steady beat, while maintaining the macrobeat and microbeat.

EMBEDDED PERFORMANCE TASKS

- Informal/Formal Classroom and Small Group Lesson Performance Assessment

Key Criteria:

Students will be assessed on the accuracy of their musical response, in terms of pitch and intonation, or in terms of rhythm and meter.

Other Evidence:

- Students will sing with improved intonation.
- Students will improve their tonal memory.
- Students will perform with an improved sense of steady internal beat.

Title: Sight Reading

Course: Chorus

Topic: Sight Reading

Grade: 6-8

Stage 1 – Desired Results

Established Goals:

National Standards – Pre-2014

Standard 1: Singing, alone and with others, a varied repertoire of music.
Standard 5: Reading and notating music.

National Standards 2014

Performing – Select
Performing – Analyze
Performing – Interpret
Performing - Present

East Overarching Big Ideas

Making meaningful expression/performing
Interpreting symbolic expression/literacy

Enduring Understandings

Students will understand that...

Performing

1. Humans are born with an instrument for making music—the voice.

Literacy

1. Each arts discipline is a language unto itself, communicated through a unique system of symbols and terms.
2. Literacy in the arts is valuable in facilitating the transfer of artistic expression.

Essential Question

Students will consider such questions as...

Performing

1. In what ways is singing easier than playing an instrument? In what ways is playing an instrument easier than singing?

Literacy

1. Why do I need to be literate in my chosen art form?
2. What does having a common system of symbols and terms for the arts allow us to do, and why is this important?
3. Why do composers use standard notation?

<p>3. Notational literacy empowers independent musicians.</p> <p>4. Standard music notation includes symbols that visually represent sounds, and a universal set of terms that aid understanding.</p>	<p>4. Is notation “music”?</p> <p>5. What is the value in becoming musically literate?</p> <p>6. What would change if we didn’t have a system of written music notation?</p>
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Stage 2 – Desired Results

Performance Tasks:
 Students will individually sight-sing a step-wise, 8-bar tonal exercise in 4/4 or 3/4 time in C, F, or G major using solfege syllables while maintaining a consistent given tempo.

- Informal/Formal Classroom and Small Group Lesson Performance Assessment

Key Criteria:
 Students will be assessed on the following four criteria: maintaining tonality, maintaining steady beat, accuracy of pitches, accuracy of rhythms.

Other Evidence:
 Formative assessments based on students’ in-class performance as a whole class, in small groups, and individually.

