

## 6<sup>th</sup> GRADE CHOIR

**6<sup>th</sup> Grade Choir** is a full year course that meets three times per week. In choir, music of various periods and styles will be studied and performed including works using texts in world languages. Proper vocal technique, ensemble skills, large group rehearsal and performance etiquette and music theory concepts are emphasized.

Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. For Band and Orchestra students who elect to take Choir as a one day/week class, proper vocal technique, ensemble skills, large group rehearsal, performance etiquette and performance of choral repertoire will be emphasized. Band and Orchestra students electing to take Choir will be assessed only on the performance standards.

### Course Overview

All students in the Fairfield Choral Program progress through an Ensemble Sequence and Vocal Skill Levels.

#### Fairfield's Choral Program Ensemble Sequence

<u>Grade/Course</u>	<u>Vocal Skill Level</u>	<u>Ensemble Sequence Marker</u>
5 <sup>th</sup> Grade Choir	I	Novice
<b>6<sup>th</sup> Grade Choir</b>	<b>II</b>	<b>Novice</b>
7 <sup>th</sup> Grade Choir	III	Intermediate
8 <sup>th</sup> Grade Choir	IV	Intermediate
Concert Choir	V treble voices V/VI tenor, bass, baritone voices	Proficient/ Accomplished
Treble Choir	VI treble voices	Accomplished
Chamber Choir	VII treble voices VII/VIII tenor, bass, baritone voices	Accomplished/ Advanced
Bel Canto Singers	VIII treble voices	Advanced

#### Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive and performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities to other subjects, settings and **connects** to promote and enhance lifelong learning.

#### Artistic Processes

- Create
- Perform
- Respond
- Connect

#### Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

**Ensemble Goals**

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette.
- II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.
- III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.
- IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.

## Summary Ensemble Skill Objectives

### Blend and Balance

- Students will demonstrate the ability to adjust volume to balance within the ensemble.
- Students will demonstrate the ability to adjust tone quality in chest voice to blend within the ensemble.
- Students will demonstrate the ability to blend in unison and blend and balance in two-part harmony.

### Rhythmic Accuracy

- Students will accurately enumerate and perform whole, half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.
- Students will accurately sing and read repertoire in 4/4, 2/4 and 3/4 time signatures.

### Musical Expression

By responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo, mezzo piano and mezzo forte.
- Students will perform a variety of expressive musical symbols including staccato and legato markings.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.
- Students will demonstrate "staggered breathing."
- Students will sing two to four measure phrases in one breath.

### Reading the Choral Score

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, piano line, breath mark, soprano, alto, unison, bass clef, mezzo piano, mezzo forte, coda, dal segno, first ending and second ending.

## Assessment

- Ensemble performances (Winter and Spring Concerts)
- Written Concert Evaluation
- Weekly Performance Assessment
- Summative Written End of Year Assessment

- Students will identify note names on the staff in both treble and bass clefs, and will identify note names on the ledger lines from A3 to a C6 and from C2 to a C4.

#### Vocal Technique

- Posture
  - Students will demonstrate correct singing posture while standing:
    - Feet shoulder width apart
    - Shoulders relaxed
    - Knees slightly bent, relaxed
    - Arms down at sides
  - Students will demonstrate correct singing posture while sitting:
    - Sitting at the edge of the chair
    - Feet flat on the floor
    - “sit tall”
    - Hands on lap or holding music
- Tone Production
  - Students will sing in both head voice and chest voice with accurate pitch.
  - Students will demonstrate proper diaphragmatic breathing.
  - Students will sing with a tension free supported and open sound in head voice.
  - Students will sing with forward placed sound and a lifted soft palate.
- Intonation
  - Students will match pitch.
  - Students will sing notes “on the bulls eye,” not flat or sharp.
  - Students will shape vowels uniformly.
  - Students will share the harmonic responsibility between sections to develop inner ear by singing soprano and alto.  
(Students will sing both soprano and alto throughout the course of the year.)

## CREATING

*Conceiving and developing new artistic ideas and work.*

### Enduring Understanding

- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

### Essential Questions

- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?

### **Process Components: Plan and Make, Evaluate and Refine**

#### Repertoire

- Student composed rhythms

#### Tasks

- Students will compose (plan and make) a four measure rhythms in 3/4 time using half, dotted half, quarter, dotted quarter and eighth note rhythms and their corresponding rests.
- Students will evaluate their compositions for proper use of note values, and will refine their compositions as needed.

#### Assessment

- Composition Rubric
- Peer Assessment

## PERFORMING

*Realizing artistic ideas and work through interpretation and presentation.*

### Enduring Understanding

- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place and cultures.

### Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

**Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present**

### Repertoire

- Students will perform grade level appropriate choral arrangements representing a variety of genres that include Fairfield's Skill Level II objectives.
- Students will perform grade level appropriate choral arrangements in unison and two part treble, one of which must be contemporary choral repertoire, and one of which must be in a world language.
- Students will perform at least one piece of grade level appropriate choral repertoire in the focus meter of  $\frac{3}{4}$ .
- Students will perform various styles of repertoire including but not limited to the focus genres of:
  - Classical Style
  - Jazz

### Tasks

Students will:

- Rehearse as a full ensemble and perform choral literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
  - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
  - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Present choral literature at grade level concerts that includes but is not limited to classical style, jazz, music in a world language, contemporary choral repertoire, and a piece in  $\frac{3}{4}$  time.

### Assessment

- Formative assessments on dynamics, balance and blend, major scales, and following the conductor's gestures.
- Summative Winter and Spring concert performances.
- Weekly Performance Assessment

## RESPONDING

*Understanding and evaluating how the arts convey meaning.*

### Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, evaluate

### Repertoire

- Students will perform grade level appropriate choral arrangements representing a variety of genres that include Fairfield's Skill Level II objectives.
- Students will perform grade level appropriate choral arrangements in unison and two part treble, one of which must be contemporary choral repertoire, and one of which must be in a world language.
- Students will perform at least one piece of grade level appropriate choral repertoire in the focus meter of  $\frac{3}{4}$ .
- Students will perform various styles of repertoire including but not limited to the focus genres of:
  - Classical Style
  - Jazz

### Tasks

Students will:

- Analyze and discuss targeted vocal techniques, ensemble skills and elements of music during rehearsals.
- Evaluate, in writing, the quality of their own performances by describing the uses of elements of music and expressive devices
- Demonstrate knowledge of music vocabulary.
- Demonstrate knowledge of all components of a time signature, understanding the top number and bottom numbers and their impact on enumeration.
- Demonstrates understanding of the dot as it relates to note values and enumeration.
- Make informed, critical evaluations of the quality and effectiveness of performances
- Apply the evaluation criteria to their personal participation in rehearsals and curricular concerts.

### Assessment

- Ensemble improvement on targeted vocal techniques, ensemble skills and elements of music during rehearsals.
- Written evaluation of performances.
- Written End of Year Assessment

## CONNECTING

*Relating artistic ideas and work with personal meaning and external context.*

### **Enduring Understanding**

- Understanding connections to varied contexts and daily life enhances musicians' creating, performing and responding.

### Essential Question

- How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

### **Process Components: compare and contrast, analyze**

#### **Repertoire**

Using choral literature aligned with Fairfield Skill Level II, students will study and perform a variety of styles of repertoire with in-depth study on focus genres: Classical Style and Jazz music.

#### **Tasks**

- Students will study and analyze key characteristics of performance literature as it relates to the repertoire covered.
- Students will compare and contrast various concert repertoire learned with the repertoire in the required genres.

#### **Assessment**

- Worksheet answering focus questions for each repertoire genre.
- Classical style
- Focus Question 1: What are the musical characteristics of a choral piece in the classical style? (Classical music has a lighter, clearer texture and is less complex. It tends to have simple and more subtle harmonies, with a clear melody line over a basic accompaniment.)
  - Focus Question 2: Compare and contrast the musical characteristics of the classical piece you performed to another piece (to be selected by teacher).
- Jazz
- Focus Question 1: What are the origins of jazz as a genre? (African American community in New Orleans, blues, ragtime)



		<ul style="list-style-type: none"><li>• Focus Question 2: What are some of the characteristics of jazz? (rhythms, syncopation, swing, improvisation)</li><li>• Focus Question 3: What are some of the characteristics of vocal jazz? (scat singing, voice matching the instruments in their approach to the lyrics).</li></ul>
--	--	--

**Fairfield Public Schools**  
**Assessment Pack**  
**Grade 6 Choir**

# Grade 6 Rhythm Composition

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Class: \_\_\_\_\_

## Composing in $\frac{3}{4}$

1. Compose your four measure rhythm using rhythms in the Note Bank.
2. Use a variety of notes! Only one dotted half note per composition is allowed.



3  
4



## Composition Rubric

### Grade 6

Name: \_\_\_\_\_

Requirement	Points Possible	Points Earned	Teacher Comments
The composition contains 4 measures.	10		
The composition uses a variety of note values (only one dotted half note is used.)	20		
The composition contains 3 beats per measure.	20		

Name \_\_\_\_\_ Date \_\_\_\_\_

6<sup>th</sup> Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

6<sup>th</sup> Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

---

Name \_\_\_\_\_ Date \_\_\_\_\_

6<sup>th</sup> Grade Peer Evaluation of Rhythmic Composition

Yes No Are there 4 measures?

Yes No Does each measure contain 3 beats?

Yes No Is there a variety of note values and rests?

## Choir Weekly Performance Assessment Rubric

*(How to Succeed in Choir by REALLY Trying!)*

<u>Rehearsal Technique</u>	<u>Excellent</u> A	<u>Good</u> A-/B+	<u>Satisfactory</u> B/B-	<u>Needs Improvement</u> C+/C	<u>Below Expectations</u> C-/D+/D
Effort/Attitude 25%	*Follows directions the first time *Is always attentive in class *Always has a positive attitude toward choir *Is a positive leader in class	*Follows directions most of the time *Is usually attentive in class *Usually has a positive attitude toward choir *Sets a good example for others in class	*Follows directions after prompting *Is sometimes attentive in class *Sometimes has a positive attitude toward choir *Follows good examples set by others	*Rarely follows directions *Is rarely attentive in class *Rarely has a positive attitude toward choir *Follows negative examples set by others	*Does not/refuses to follow directions *Is never attentive in class *Never has a positive attitude toward choir *Is a negative leader in class
Participation 25%	*Is always singing to best of ability *Consistently asks and answers appropriate questions	*Is usually singing to best of ability *Usually asks and answers appropriate questions	*Is sometimes singing to best of ability *Sometimes asks and answers appropriate questions	*Is rarely singing to best of ability *Rarely asks and answers appropriate questions	*Is never singing to best of ability *Never asks or answers appropriate questions

<u>Choral Technique</u> 50%	<u>Excellent</u> A	<u>Good</u> A- /B+	<u>Satisfactory</u> B/B-	<u>Needs Improvement</u> C+/C	<u>Below Expectations</u> C-/D+/D
Volume/Projection					
Diction/Vowels					
Dynamics					
Pitch accuracy					
Blend					
Tone					
Breath control/phrasing					
Following score					
Posture					
Entrances/Cutoffs					

*A grade out of 100 points is entered into Infinite Campus weekly for 3x a week students, and monthly for 1x a week students.*

## Choir Concert Evaluation

Name: \_\_\_\_\_

What did you think was the choir's strongest piece and why?

Which vocal techniques were particularly effective in the concert? (Diction, breathing, cut-offs etc.) In which piece(s) can you hear them?

What did you think was the choir's' weakest piece and why?

Which vocal techniques were not as prevalent in the concert? (Diction, breathing, cut-offs etc.) In which piece(s) can you hear room for improvement?

How do you think the behavior and presentation of the group was overall? How do you think that affects the performance?

Overall, how do you think the choir performed? Why? Also, what did you think of the rest of the concert? Did you enjoy the other groups? Why/why not?

What is/are your goal(s) for improvement as a contributor to the choir? How do you plan to achieve it/them?

## **6<sup>th</sup> Grade**

### **Genre Focus Questions: Classical Style**

Name: \_\_\_\_\_

This concert series, we have rehearsed and performed music from many different genres. One of the genres that we have focused on has been music in the Classical Style. Please answer the focus questions below based on what you have learned and understand about Classical Style Choral Repertoire.

1. What are the musical characteristics of choral pieces in the Classical Style.
  
  
  
  
  
  
  
  
  
  
2. Compare and contrast the musical characteristics of the classical piece that we performed to another piece that we did this concert series. What was the same? What was different?



**6<sup>th</sup> Grade**  
**Genre Focus Questions: Jazz**

Name: \_\_\_\_\_

This concert series, we have rehearsed and performed music from many different genres. One of the genres that we have focused on has been Jazz. Please answer the focus questions below based on what you have learned and understand about Jazz Choral Repertoire.

1. What are the origins of jazz as a genre?
2. What are some of the characteristics of jazz?
3. What are some of the characteristics of vocal jazz?

**End of Year Assessment  
Grade 6 Choir**

Name: \_\_\_\_\_ Class: \_\_\_\_\_

**Score Navigation (2pts each)**

Match the following terms to the labeled score. Place the corresponding number on the line next to the term.

- |       |              |       |                  |
|-------|--------------|-------|------------------|
| _____ | Treble Clef  | _____ | Bass Clef        |
| _____ | System       | _____ | Bar Line         |
| _____ | Measure      | _____ | Double Bar Line  |
| _____ | Repeat Sign  | _____ | Piano            |
| _____ | Forte        | _____ | Crescendo        |
| _____ | Decrescendo  | _____ | Piano Line       |
| _____ | Breath Mark  | _____ | Soprano          |
| _____ | Alto         | _____ | Measure Number   |
| _____ | Mezzo Piano  | _____ | Mezzo Forte      |
| _____ | Coda         | _____ | Dal Segno        |
| _____ | First Ending | _____ | Second Ending    |
| _____ | Whole Note   | _____ | Dotted Half Note |

1

2

3

4

5

6

7

12

11

13

8

Peace, peace, peace I leave with

you. Peace un - to you.

Peace, peace,

Peace un - to you. Peace, peace,

peace I leave with you. Peace un - to

*p*

*mp*

*f*

*mf*

13

14

15

26 1.

gift un - to you. This is my

gift un - to you.

1.

1.

29 2.

gift un - to you.

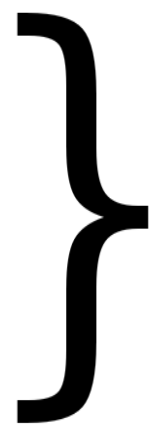
gift un - to you.

2.

2.

*D.S. al Coda*  
(to m. 5, p. 2)

*D.S. al Coda*  
(to m. 5, p. 2)



18

32 CODA

gift un - to you. My peace I

gift un - to you.

CODA

CODA

20

*p*

19

17

23

35

gives, I give un - to you. *decresc.*

*p*

My peace I give un - to you. *decresc.*

38

*slower* *pp*

Peace, *pp*

Peace, *pp*

40

*poco rit.* *a tempo* *rit.* *ppp*

peace to you. *ppp*

peace to you. *ppp*

*poco rit.* *a tempo* *rit.* *ppp*

*poco rit.* *a tempo* *rit.* *ppp*

19247

21

24

22

25. When there is only one vocal line that the choir sings together, what do we call that? \_\_\_\_\_

**Vocal Techniques (2 pts each)**

Circle the correct letter.

26. Dynamics are:

- a. how loud and soft we sing
- b. how fast or slow we sing
- c. the right notes we sing

27. Pitch accuracy means:

- a. singing correct notes
- b. singing “in tune” (not flat or sharp)
- c. both a and b

28. Proper posture means:

- a. feet are shoulder width apart
- b. standing and sitting “tall”
- c. both a and b

29. Breath support is:

- a. a balloon
- b. having air behind your sound
- c. a device used to support breathing

30. Staggered breathing means:

- a. breathing all together
- b. breathing at different times
- c. breathing every measure

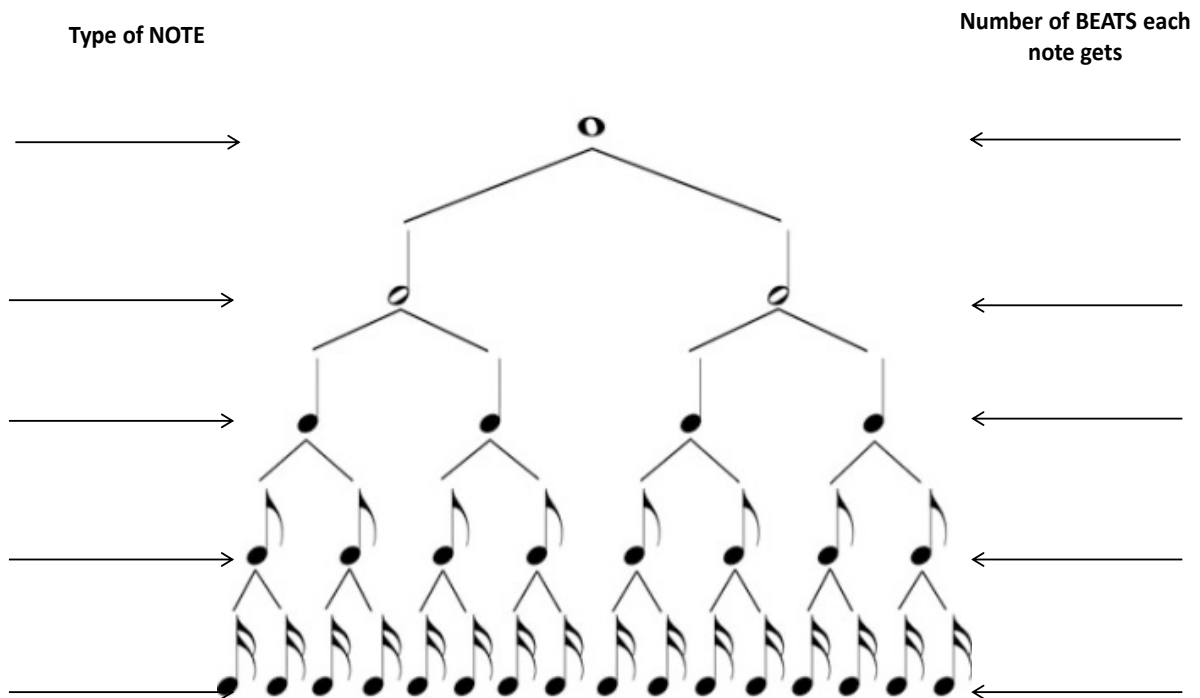
31. Good choral blend involves:

- a. singing with uniform vowels
- b. singing with similar tone and volume between sections
- c. both a and b

## Time Signatures and Note Values (1pt each)

32. What does a dot next to any note or rest add?
33. What does the top number of the time signature tell?
34. What does the bottom number of the time signature tell?

In the pyramid below, identify each kind of note and tell how many beats each would get if there is a **4** on the **bottom** of the time signature.



**Note Naming (1pt each)**

Write the correct note name below the note on the staff.

A bass clef staff with ten whole notes. The notes are: G2 (below the staff), A2 (below the staff), B2 (below the staff), C3 (below the staff), D3 (below the staff), E3 (below the staff), F3 (below the staff), G3 (below the staff), A3 (below the staff), and B3 (below the staff). Below the staff are ten horizontal dashes for labeling.

A treble clef staff with ten whole notes. The notes are: C4 (below the staff), D4 (below the staff), E4 (below the staff), F4 (below the staff), G4 (below the staff), A4 (below the staff), B4 (below the staff), C5 (below the staff), D5 (below the staff), and E5 (below the staff). Below the staff are ten horizontal dashes for labeling.



6<sup>th</sup> Grade  
Summative Rhythm Assessment

1.

Musical notation for exercise 1 in common time (C). The piece consists of four staves of music. The first staff begins with a common time signature 'C'. The rhythm is composed of dotted half notes and whole notes. The second staff continues with dotted half notes and whole notes. The third staff includes a dotted half note followed by a whole note, then a dotted half note and a whole note. The fourth staff features a *rit.* (ritardando) marking above the first two notes, followed by a sequence of dotted half notes and whole notes, ending with a double bar line.

2.

Musical notation for exercise 2 in 3/4 time. The piece consists of four staves of music. The first staff begins with a 3/4 time signature. The rhythm is composed of eighth notes, quarter notes, and dotted quarter notes. The second staff continues with eighth notes, quarter notes, and dotted quarter notes. The third staff includes a dotted quarter note, an eighth note, and quarter notes. The fourth staff features eighth notes, quarter notes, and dotted quarter notes, ending with a double bar line.

3.

Musical notation for exercise 3 in 2/4 time. The piece consists of two staves of music. The first staff begins with a 2/4 time signature. The rhythm is composed of eighth notes and quarter notes. The second staff features a *accel.* (accelerando) marking above the first two notes, followed by eighth notes and quarter notes, ending with a double bar line.

4.

Musical notation for exercise 4, consisting of three staves of music. The first staff begins with a common time signature 'C'. The notation includes quarter notes, eighth notes, and sixteenth notes, with some notes beamed together. The second staff continues the melody with similar rhythmic patterns. The third staff concludes the exercise with a double bar line.

5.

Musical notation for exercise 5, consisting of two staves of music. The first staff begins with a 3/4 time signature. The notation includes quarter notes, eighth notes, and sixteenth notes. The second staff concludes the exercise with a double bar line.