Park Hill School District

Building Successful Futures • Each Student • Every Day

7th Grade Choir Curriculum

Course Description: Seventh Grade Choir is a performance based learning experience. Students begin a sequence of instruction that will allow them to reach their musical potential as demonstrated through performance opportunities, practiced rehearsal techniques, sight singing practice, and singing a variety of music repertoire. Students learn characteristics of the human voice as well as healthy vocal habits. Students will perform two concerts per semester.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
Ongoing	Performance Ensemble	Topic 1: Music Reading Skills Topic 2: Expressive Techniques Topic 3: Performance Techniques

Curriculum Revision Tracking

Spring, 2020

- Updated to new Missouri Learning Standards for Fine Arts
- Removed units 2 and 3 and made those units teaching topics in one unit

Unit 1: Performance Ensemble

Subject: 7th Grade Choir
Grade: 7
Name of Unit: Performance Ensemble
Length of Unit: 18 weeks
Overview of Unit: Students will engage in a variety of activities that will teach music reading skills, expressive qualities, and performance techniques. Students will learn rhythm and melody, form, sight singing, and performance etiquette, culminating in performances in front of an audience.

Priority Standards for unit:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Pr4C.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- MU:Pr5A.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.
- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Supporting Standards for unit:

- MU:Re7B.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- MU:Cn11A.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Re7A.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- MU:Cn10A.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
- MU:Pr6A.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
Attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music	Demonstrate	Apply	1
Understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances	Demonstrate	Apply	1
self-reflection to refine individual and ensemble performances of a varied repertoire of music	Use	Apply	3
peer feedback to refine individual and ensemble performances of a varied repertoire of music	Use	Apply	3
interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.	Identify	Understand	2

Essential Questions:

1. How is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?
2. How do performers interpret musical works?
3. How do musicians improve the quality of their performance?
4. How do we discern the musical creators' and performers' expressive intent?

Enduring Understanding/Big Ideas:

1. Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response.
2. Performers make interpretive decisions based on their understanding of context and expressive intent.
3. 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.
4. Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	p for piano f for forte mp for mezzo piano mf for mezzo forte pp for pianissimo ff for fortissimo cresc or < for crescendo decres or> for decrescendo dim for diminuendo accelerando ritardando allegro moderato andante Largo a tempo Accent Fermata Ties Slurs Staccato Legato sharp flat natural sign whole note/rest quarter note/rest half note/rest eighth-note pairs dotted half note sixteenth notes dotted quarter followed by eighth dotted quarter note/rest syncopation A cappella DC DS

	Coda Fine Balance Blend Round Chord Common/Cut Time Soprano Alto Tenor Bass Falsetto Head Voice Unison Harmony Intonation Measure Barline Time signature Range Timbre Body alignment/posture Chromatic Diction Phrase Tempo Key Signature Composer/Arranger/Lyrics Treble/Bass Clef Harmony/Melody Music Staff

Topic 1: Music Reading Skills

Engaging Experience 1

Title: Rhythm

Suggested Length of Time: Ongoing

Standards Addressed:

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Supporting:

- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm. Students will apply rhythmic knowledge through performance.

Bloom's Levels: Understand and Apply

Webb's DOK: 4, 2

Engaging Experience 2

Title: Melody

Suggested Length of Time: Ongoing

Standards Addressed:

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Supporting:

- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent melody. Students will apply clef and pitch knowledge through performance.

Bloom's Levels: Analyze; **Webb's DOK:** 3

<u>Engaging Experience 3</u>
Title: Form
Suggested Length of Time: Ongoing
Standards Addressed:

Priority:

- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Supporting:

- MU:Re7B.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- MU:Pr6A.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

Detailed Description/Instructions: Using selected repertoire, students will identify musical forms and their function.
Bloom's Levels: Apply
Webb's DOK: 2

<u>Engaging Experience 4</u>
Title: Sight Singing
Suggested Length of Time:
Standards Addressed

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

Supporting:

- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- MU:Re7B.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

Detailed Description/Instructions: Through a variety of sight-reading exercises, the student will progress from basic stepwise examples to more complex examples including leaps.
Bloom's Levels: Analyze
Webb's DOK: 2

Topic 2: Expressive Techniques

Engaging Experience 1

Title: Expressive Techniques

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Pr4C.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Supporting:

- MU:Re7A.E.5a Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

Detailed Description/Instructions: Through a variety of listening activities, rehearsals, and classroom discussions, the student will learn terminology and techniques including dynamics, musical phrasing, and articulation.

Bloom's Levels: Understand

Webb's DOK: 2

Engaging Experience 2

Title: Varied Repertoire

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Pr4C.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

Supporting:

- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.
- MU:Pr6A.E.5b Demonstrate an awareness of the context of the music through prepared and improvised performances.

Detailed Description/Instructions: Through music performance, students will apply stylistic elements appropriate to the culture, genre, or style of the literature.
Bloom's Levels: Apply
Webb's DOK: 1

Topic 3: Performance Techniques

Engaging Experience 1

Title: Singing Skills

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr6A.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
- MU:Pr4B.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

Supporting:

- MU:Pr4C.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
- MU:Re8A.E.5a Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

Detailed Description/Instructions: Through supported breath, healthy body alignment/posture, proper vocal placement, and vowel modification a student will perform with acceptable vocal/choral performance technique.

Bloom's Levels: Apply

Webb's DOK: 2

Engaging Experience 2

Title: Performance Etiquette

Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- MU:Pr5A.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Supporting:

- MU:Cn10A.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Students will apply appropriate performance etiquette in class, as well as performance (on and off stage).

Bloom's Levels: Apply

Webb's DOK: 2

<u>Engaging Experience 3</u>
Title: Self Reflection
Suggested Length of Time: Ongoing
Standards Addressed

Priority:

- MU:Pr5A.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

Supporting:

- MU:Re7B.E.5a Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.
- MU:Cn11A.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- MU:Cn10A.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Detailed Description/Instructions: Students will reflect, evaluate, and self-assess a music performance.
Bloom's Levels: Evaluate
Webb's DOK: 3

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Students will perform as an ensemble to culminate the learning in this unit.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Music Reading Skills	Rhythm	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm. Students will apply rhythmic knowledge through performance	Ongoing
Music Reading Skills	Melody	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent melody. Students will apply clef and pitch knowledge through performance	Ongoing
Music Reading Skills	Form	Using selected repertoire, students will identify musical forms and their function	Ongoing
Music Reading Skills	Sight Singing	Through a variety of sight-reading exercises, the student will progress from basic stepwise examples to more complex examples including leaps	Ongoing
Expressive Techniques	Expressive Techniques	Through a variety of listening activities, rehearsals, and classroom discussions, the student will learn terminology and techniques including dynamics, musical phrasing, and articulation	Ongoing
Expressive Techniques	Varied Repertoire	Through music performance, students will apply stylistic elements appropriate to the culture, genre, or style of the literature	Ongoing

Performance Techniques	Singing Skills	Through supported breath, healthy body alignment/posture, proper vocal placement, and vowel modification a student will perform with acceptable vocal/choral performance technique	Ongoing
Performance Techniques	Performance Etiquette	Students will apply appropriate performance etiquette in class, as well as performance (on and off stage)	Ongoing
Performance Techniques	Self-Reflection	Students will reflect, evaluate, and self-assess a music performance.	Ongoing

Unit of Study Terminology

Appendices: All Appendices and supporting material can be found in this course's shell course in the District's Learning Management System.

Assessment Leveling Guide: A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

Big Ideas/Enduring Understandings: Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

Engaging Experience: Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

Engaging Scenario: This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

Essential Questions: Engaging, open-ended questions that teachers can use to engage students in the learning.

Priority Standards: What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

Supporting Standards: Additional standards that support the learning within the unit.

Topic: These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

Unit of Study: Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

Unit Vocabulary: Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.