

## Choir: 6-8th Grade

Curriculum/Content Area: Choir	Course Length: 1 Year
Course Title: 6th - 8th Grade Choir	Date last reviewed: 2018
Prerequisites: None	Board approval date: November 13, 2018
<b>Primary Resource:</b> <ul style="list-style-type: none"> <li>- Programming a varied repertoire of music</li> <li>- Sight Reading Factory</li> <li>- Bruce Phelps Sight Reading</li> </ul>	

## Desired Results

**Course description and purpose:** Middle School Choir provides an opportunity for students to study vocal performance through the study of music in a variety of genres and styles including, classical, contemporary, pop, folk, jazz, musical theater, and the study of a solo off of the WSMA solo/ensemble list. Throughout the day to day rehearsals, students will study the music in regards to historical context, music theory, culture, and the aesthetic of the piece. The overall goal of the music department is to facilitate student growth towards independent musicianship, creating inquisitive and creative lifelong musicians and learners.

Enduring Understandings:	Essential Questions:
<b>Standard 1 - Create:</b> <i>Students will understand ...</i> <ul style="list-style-type: none"> <li>● Music can be created in various ways.</li> </ul>	<b>Standard 1 - Create:</b> <ul style="list-style-type: none"> <li>● What tools are used to compose music?</li> <li>● What are the building blocks of music?</li> </ul>
<b>Standard 2 - Perform:</b> <ul style="list-style-type: none"> <li>● Becoming a performing artist takes more than talent - It takes perseverance and dedication through rehearsal.</li> <li>● Performers share connections to the music and portray those connections to the audience.</li> </ul>	<b>Standard 2 - Perform:</b> <ul style="list-style-type: none"> <li>● What musical elements are required to perform a composition as a composer intended?</li> <li>● How can one work to personally improve their vocal technique?</li> <li>● What parts of my performance do I have control over?</li> <li>● What are the elements of vocal technique that I can use to better my performance?</li> </ul>
<b>Standard 3 - Respond:</b> <ul style="list-style-type: none"> <li>● The educated listener or observer is able</li> </ul>	<b>Standard 3 - Respond:</b> <ul style="list-style-type: none"> <li>● How can I use use words, actions, and</li> </ul>

<p>to critique a performance in terms of the elements of that particular art form.</p>	<p>technology to describe music?</p> <ul style="list-style-type: none"> <li>● How do I know if a performance was effective?</li> <li>● How can reflecting on performances help better future performance?</li> <li>● How can listening to others' performances help improve my own?</li> </ul>
<p><b>Standard 4 - Connect:</b></p> <ul style="list-style-type: none"> <li>● The performing arts reflect culture, values, and history.</li> </ul>	<p><b>Standard 4 - Connect:</b></p> <ul style="list-style-type: none"> <li>● What impact does the performing arts have on cultures, values and history?</li> <li>● How does music relate to myself, others, and the world?</li> <li>● How does knowing the historical, cultural, and social context of a piece help improve a performance?</li> </ul>

Priority Standards
<ul style="list-style-type: none"> <li>· <b>Standard 1 - CREATE</b> Students will generate, develop, and refine artistic work</li> <li>· <b>Standard 2 - PERFORM</b> Students will analyze, develop, and convey meaning through the presentation of artistic work</li> <li>· <b>Standard 3 - RESPOND</b> Students will critically interpret intent and meaning in order to evaluate artistic work</li> <li>· <b>Standard 4 - CONNECT</b> Students will relate prior knowledge and personal experience with music to cultural and historical context</li> </ul>

<p><b>Topics of Study:</b></p> <ul style="list-style-type: none"> <li>● <b>CREATE</b></li> <li>● <b>PERFORM</b></li> <li>● <b>RESPOND</b></li> <li>● <b>CONNECT</b></li> </ul> <p><b>(See EU and EQs above)</b></p>
<p><b>Standards:</b></p> <p><i>List the standards addressed in this unit; ensure these are organized in an easy to understand manner.</i></p>

**Create:**

- **MP1.Cr.10.m:** Improvise rhythmic, melodic, and harmonic variations to embellish a song.

**Perform:**

- **MP2.P.17.m:** Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythms, while using proper technique maintaining a steady beat.
- **MP2.P.18.m:** Perform using expressive qualities and techniques.
- **MP2.P.19.m:** Discuss own ideas and feedback of others to develop strategies to address technical challenges.
- **MP2.P.22.m:** Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills.

**Respond:**

- **MP3.R.9.m:** Define and demonstrate understanding of foundational musical elements in discussion and written reflections.
- **MP3.R.13.m:** Reflect upon and critique performances using grade-appropriate musical vocabulary.

**Connect:**

- **MP4.Cn.10.m:** Explain how music relates to self, others, and the world using grade appropriate music vocabulary.

**Learning Targets:**

*List the learning targets, written in student-friendly language, for the unit. Use "I can" statements derived directly from the standards above. After each learning target, note the corresponding standard in parenthesis.*

**● CREATE**

- I can improvise rhythmic, melodic, and harmonic variations to embellish a song. (Circle songs, warm ups, harmonization, etc.) **MP1.Cr.10.m**

**● PERFORM**

- I can perform using appropriate singing techniques including alignment, breath, and tone. **MP2.P.17.m**
- I can perform using expressive qualities (dynamics, emotion, diction, phrasing, etc.) **MP2.P.18.m**
- I can provide feedback on a performance, and apply feedback of others to improve a performance **MP2.P.19.m**
- I can perform collaboratively with others, demonstrating appropriate ensemble skills **MP2.P.22.m**
- I can sing my vocal line in 2, 3, or 4-part harmony utilizing appropriate vocal technique.
- I can listen throughout the ensemble and appropriately adjust my voice dynamic to suit my vocal line (melody or harmony).

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● **RESPOND**

- I can provide constructive and positive feedback about a performance using music vocabulary **MP3.R.13.m**
- I can write about music in a meaningful way, using appropriately defined music vocabulary **MP3.R.9.m**

● **CONNECT**

- I can explain how music relates to my life, others, and the rest of the world using appropriate music vocabulary **MP4.Cn.10.m**

**Assessment Evidence:**

*This section will answer the questions: How will we know if students have achieved the desired results? What will we accept as evidence of student understanding and their ability to use (transfer) their learning in new situations? How will we evaluate student performance in fair and consistent ways?*

*Include standards-reference rubrics and learning continuums in this section once they are developed.*

**Performance Assessment Options** *May include, but are not limited to the following:*

- Performance assessments in small group lessons
- Sight reading quizzes (Sight Reading Factory/Bruce Phelps)
- Recorded performance assessments (concerts, concert repertoire, solo & ensemble)

**Other assessment options**

*May include, but are not limited to the following:*

- Canvas quizzes (vocabulary/rhythm)
- Written reflections (concert reflections, Listening Logs, etc.)
- Large and small group rehearsals (demonstrating ensemble skills)
- Solo & Ensemble portfolios

**Digital Tools & Supplementary Resources:**

*Tools and resources that can augment the learning experience for students*

- **Sight Reading Factory (All 7th and 8th grade students receiving account codes 2018-19 school year @ PPMS & WHMS)**
- **Canvas**
- **Bruce Phelps Sight Reading**
- **Flat.io (Composition)**
- **Screencastify (Recorded assessments)**
- **Google Forms (Written assessments)**
- **Google Sheets (Data compilation)**

- **Google Calendar (Lesson Schedules & Choir Calendar)**
- **YouTube (resources, demonstrations, examples)**
- **Kahoot! (Reviews, vocabulary)**
- **Bobby McFerrin Circle Songs (improvisation)**
- **MusicTheory.Net (vocabulary, key concepts, practice drills)**