

Pequannock Township School District

Curriculum Syllabus

Choir / Grades 7-8

Course Description:

This course develops the skills necessary for ensemble singing of choral literature appropriately arranged for middle school voices. Classes provide opportunities for growth in the understanding of musical elements (rhythm, melody, form, harmony, expressive elements, and style) as applied to the music performed. Students are instructed in proper vocal and choral technique, music reading skills, and performance skills. This course incorporates the development of 21st century skills, leadership skills, and provides opportunities for team building. Students will explore music from a variety of musical sources and styles.

Course Proficiencies:

The following is a list of proficiencies that describe what students are expected to know and be able to do as a result of successfully completing this course. The following proficiencies are the basis of the assessment of student achievement. The learner will demonstrate mastery of:

1. Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading. 1.1.8.B.1
2. Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions. 1.1.8.B.2
3. Map historical innovations in dance, music, theatre, and visual art that were caused by the creation of new technologies. 1.2.8.A.1
4. Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation. 1.3.8.B.1
5. Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre. 1.3.8.B.2
6. Apply theoretical understanding of expressive and dynamic music terminology to the performance of written scores in the grand staff. 1.3.8.B.3

7. Improvise music in a selected genre or style, using the elements of music that are consistent with basic playing and/or singing techniques in that genre or style. 1.3.8.B.4
8. Generate observational and emotional responses to diverse culturally and historically specific works of music. 1.4.8.A.1
9. Distinguish among artistic styles, trends, and movements in music within diverse cultures and historical eras. 1.4.8.A.3
10. Interpret symbolism and metaphors embedded in works of music. 1.4.8.A.5
11. Relate physical activity, healthy eating, and body composition to personal fitness and health. 2.6.6.A.5
12. Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills. 9.1.8.A.1
13. Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects. 9.1.8.C.2
14. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. CCSS.ELA-LITERACY.CCRA.R.2
15. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. CCSS.ELA-LITERACY.CCRA.R.4
16. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. CCSS.ELA-LITERACY.CCRA.R.5
17. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. CCSS.ELA-LITERACY.CCRA.L.4
18. Use precise language and domain-specific vocabulary to inform about or explain the topic. CCSS.ELA-LITERACY.WHST.6-8.2d

19. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics. CCSS.ELA-LITERACY.RST.6-8.4
20. Use ratio reasoning to convert measurement units; manipulate and transform units appropriately when multiplying or dividing quantities.
CCSS.MATH.CONTENT.6.RP.A.3.D

Scope and Sequence

Vocal Technique: 36 Weeks Ongoing
Ensemble Sound: 36 Weeks Ongoing
Music Theory: 36 Weeks Ongoing
Musical Literacy: 36 Weeks Ongoing
Winter/Spring Concerts: 15 weeks (Sept.-Dec.)/18 Weeks (Jan.-May)

Assessments

Evaluation of student achievement in this course will be based on the following:

- *Musical Performance and teacher observation*
- *Questioning strategies and class discussion*
- *Rubrics and checklists for posture, breathing, sight singing, etc.*
- *Class projects*
- *Sight Singing Assessments*
- *Student self-evaluation*

Curriculum Resources

Anchor Programs/Teacher Materials

Instructional Resources:

PV's Choral Music Library

Choral Public Domain Library http://www3.cpd1.org/wiki/index.php/Main_Page

Melody Flashcard Kit by Cheryl Lavender. Hal Leonard.

Rhythm Flashcard Kit by Cheryl Lavender. Hal Leonard.

The Choral Director's Cookbook: Insights and Inspired Recipes for Beginners and Experts, edited by Alan Gumm. Meredith Music Publications, 2006.

Choral Techniques by Gordon H. Lamb. Wm. C. Brown Publishing, 1988.

Complete Handbook of Voice Training by Richard Alderson. Prentice Hall Trade, 1979.

The School Choral Program: Philosophy, Planning, Organizing, and Teaching by Michele Holt and James Jordan. GIA Publications, 2008.

Sound Advice: Becoming A Better Children's Choir Director by Jean Ashworth Bartle. Oxford University Press, 2003.

Strategies for Teaching Junior High & Middle School Male Singers by Terry J. Barham. Santa Barbara Music Publishing, 2001.

Teaching the Elementary School Chorus by Linda Swears. Parker Publishing Company, 1985.

Tools for Powerful Student Evaluation: A Practical Source of Authentic Assessment Strategies for Music Teachers by Susan R. Farrell. Meredith Music Publications, 1997.

Florida Vocal Association Choral Teacher Resources <http://fva.net/for-directors/ctr/>

NJACDA Repertoire and Standards resources and materials <http://njacda.com/>

Choral Director, the Choral Director's management magazine
<http://www.choraldirectormag.com/>

Choralnet <http://www.choralnet.org/>

Chorus America <https://www.chorusamerica.org/>

The Middle School Choral Forum <http://www.mschoralforum.org/index.html>

Total Choir Resources website <http://www.totalchoirresources.com/>

Home and School Connection

The following are suggestions and/or resources that will help parents support their children:

- <https://www.chorusamerica.org/> has articles and resources about choral singing
- <https://www.musictheory.net/> has lessons and exercises for pitch, rhythm, harmony, scales, etc.

