

6th GRADE CHOIR

6th 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 th Grade Choir	I	Novice
6th Grade Choir	II	Novice
7 th Grade Choir	III	Intermediate
8 th 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.
- Students will identify note names on the staff in both treble and bass

Assessment

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

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">• Focus Question 2: What are some of the characteristics of jazz? (rhythms, syncopation, swing, improvisation)• Focus Question 3: What are some of the characteristics of vocal jazz? (scat singing, voice matching the instruments in their approach to the lyrics).
--	--	--