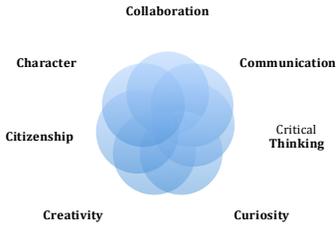


Content Area	Course: Chorus	Grade Level: Eighth
<p>8th Grade Chorus</p> 	<p><b>R14 The Seven Cs of Learning</b></p> 	
Unit Titles	Length of Unit	
<ul style="list-style-type: none"> <li>Vocal Development</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Rhythm</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Melody &amp; Harmony</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Form</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Style &amp; Expression</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Composing &amp; Arranging</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	
<ul style="list-style-type: none"> <li>Performance Technique &amp; Etiquette</li> </ul>	<ul style="list-style-type: none"> <li>Ongoing</li> </ul>	



Strands	Course Level Expectations*
<b>Create</b>	<ul style="list-style-type: none"> <li>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.</li> <li>• Musicians can generate creative ideas, make creative decisions, and know when to share.</li> <li>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.</li> <li>• Musicians' presentation of creative work is the culmination of a process of creation and communication</li> </ul>
<b>Perform</b>	<ul style="list-style-type: none"> <li>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.</li> <li>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.</li> <li>• Performers make interpretive decisions based on their understanding of context and expressive intent.</li> <li>• 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.</li> <li>• 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.</li> <li>• Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music</li> </ul>
<b>Respond</b>	<ul style="list-style-type: none"> <li>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.</li> <li>• The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.</li> </ul>
<b>Connecting</b>	<ul style="list-style-type: none"> <li>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.</li> <li>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.</li> </ul>

\*Expectations span Grades PK-8 and are based on the National Coalition Core for Art Standards

<b>Unit Title</b>	Vocal Development	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do performers interpret musical works?</li> <li>• How do musicians improve the quality of their performance?</li> <li>• How does posture and breath support impact tone quality?</li> <li>• How does vowel placement impact diction?</li> </ul>		
<b>Standards*</b>	<b>Perform:</b> <i>Analyze:</i> MU: Pr4.2.E.8a, <i>Present:</i> MU:Pr6.1.E.8a		
<b>Unit Strands &amp; Concepts</b>	Posture, Breath support and management, Tone Quality, Vowel Placement, Intonation, Diction, Vocal Health		
<b>Key Vocabulary</b>	posture, breath support, tone production, intonation, vowel placement, vocal health, treble clef, bass clef, clef, staff, key signature, time signature, choral score, octavo, soprano, alto, tenor, bass, warm-up, resonance, solfege, consonants, DS al Coda, DC al Coda, Fine, Repeat sign, first and second endings measure, time signatures ( $\frac{3}{4}$ , 4/4, 6/8, 2/4, cut time)		

\*Standards based on National Coalition for Core Art Standards

For more information visit: <https://nafme.org/wp-content/files/2014/06/1-Core-Music-Standards-PreK-81.pdf>

<b>Unit Title</b>	<b>Vocal Development</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• proper breath support and singing posture while sitting and standing</li> <li>• appropriate vowel formation</li> <li>• appropriate diction related to the language of the piece of music</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between vocal parts and accompaniment</li> <li>• follow their part in a musical score, applying knowledge of notation symbols</li> <li>• apply tempo, dynamic, and articulation markings in performance.</li> <li>• respond to conductor’s breathing and release cues</li> <li>• demonstrate diaphragmatic breathing and breath control</li> <li>• perform with pitch accuracy, good intonation, and a sense of tonality</li> <li>• sing in a group accurately and expressively, with appropriate tone production</li> <li>• analyze posture of self, peers and professional performance</li> <li>• demonstrate proper diction</li> <li>• sing in tune using solfege syllables</li> <li>• perform appropriate level solo and ensemble pieces in English and 1-2 other languages</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Performance Tasks, Formative and summative assessments</li> </ul>
<b>Teacher Resources:</b>	Sight Reading Factory, Various music theory resources, Vocal Warm-up Books

Unit Title	Rhythm	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do performers select repertoire?</li> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do we discern the musical creators' and performers' expressive intent?</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Select:</i> MU:Pr4.1.E.8a, <i>Analyze:</i> MU: Pr4.2.E.8a</p> <p><b>Respond:</b> <i>Interpret:</i> MU:Re8.1.E.IIa</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Rhythm literacy &amp; counting</li> </ul>		
<b>Key Vocabulary</b>	<p>The following notes and rests: whole, half, quarter, eighth, sixteenth, dotted half, dotted quarter Steady beat, time signature, measure, bar line, double bar line, repeat sign, counting</p>		

<b>Unit Title</b>	<b>Rhythm</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• steady beat</li> <li>• rhythms including the following note values and rests: whole, half quarter, dotted half, dotted quarter, single eighth note, double eighth note, and combinations of these rhythms</li> <li>• various stylistic considerations for music based on its genre and/or time period</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the structure and context of varied musical works and their implications for performance.</li> <li>• develop personal interpretations that consider creators' intent.</li> <li>• analyze how the structure and context of varied musical works inform the response.</li> <li>• evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.</li> <li>• analyze and perform rhythms up to levels 3 in duple meter and level 2 in compound meter</li> <li>• identify and define standard notation symbols for rhythm</li> <li>• explain and perform time signatures commonly found in middle school repertoire</li> <li>• internalize a steady beat</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Regular Rhythm Assessments</li> </ul>
<b>Teacher Resources:</b>	Sight Reading Factory

<b>Unit Title</b>	<b>Melody &amp; Harmony</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How do performers interpret musical works?</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Select:</i> MU:Pr4.1.E.8a, <i>Analyze:</i> MU:Pr4.2.E.8a</p> <p><b>Respond:</b> <i>Interpret:</i> MU:Re8.1.E.8a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Time Signature, Clefs, Melody, Tempi,</li> <li>• Dynamics,</li> <li>• Sight reading: Rhythmic and Tonal, Key Signature,</li> <li>• Expression Indicators, Notation Symbols, Intervals</li> </ul>		
<b>Key Vocabulary</b>	<p>time signature, treble clef, bass clef, melodic contour, tempo, largo, allegro, andante, presto, vivace, pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, dynamics, chord progression, I-V chord progression, solfege, major scale, key signature, expression, harmony, melody, scale degree, consonance, dissonance, chord, descant, duet, trio, quartet</p>		

<b>Unit Title</b>	<b>Melody &amp; Harmony</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• how to determine the melodic and harmonic parts of repertoire</li> <li>• the characteristics of melodic contour within typical middle school repertoire</li> <li>• I-IV-V chord progressions</li> <li>• dissonance vs. consonance</li> <li>• scale degrees</li> <li>• solfege syllables in major</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the structure and context of varied musical works and their implications for performance</li> <li>• develop personal interpretations that consider creators' intent</li> <li>• analyze melodic versus harmonic structure and contour in music and professional performances</li> <li>• identify common harmonic elements such as chords and descants in music</li> <li>• analyze and perform chord progressions with I-IV-V-vi chords with or without music</li> <li>• sing simple melodies in major and minor using solfege syllables</li> <li>• identify and define standard notation symbols for pitch</li> <li>• harmonize a simple melody</li> <li>• Visually and orally recognize and perform major, minor and perfect intervals of a 3, 4, 5, and octave</li> <li>• sight read level 2 melodies in compound meter and level 3 in duple meter</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Performance assessments of solo and ensemble repertoire, Regular Sight Reading Interims</li> </ul>
<b>Teacher Resources:</b>	Sight-reading factory, Performance Repertoire, Solo Repertoire

Unit Title	Form	Length of Unit	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How does understanding the structure and context of musical works inform performance?</li> <li>• How does understanding the structure and context of the music influence a response?</li> <li>• How do performers interpret musical works?</li> <li>• How does understanding the structure and context of the music influence a response?</li> <li>• How do we discern the musical creators' performers' expressive intent?</li> <li>•</li> </ul>		
<b>Standards</b>	<p><b>Perform:</b> <i>Interpret:</i> Mu:Pr4.3.E.8a</p> <p><b>Respond:</b> <i>Select:</i> Mu:Re7.1.E.8a, <i>Analyze:</i> MU:Re7.2.E.8a, <i>Interpret:</i> MU:Re8.1.E.8a</p>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Structure, Unity and Variety,</li> <li>• Tension and Release, Form,</li> <li>• Dynamics, Articulation, Mood</li> </ul>		
<b>Key Vocabulary</b>	AB, ABA, Verse Chorus, Rondo, Theme & Variation		

<b>Unit Title</b>	<b>Form</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• response to music is informed by analyzing context and how creators and performers manipulate the elements of music</li> <li>• creators and performers provide clues to expressive intent through the use of elements and structures of music</li> <li>• common forms such as AB, ABA, Rondo, Theme &amp; Variation, Verse Chorus</li> </ul>	<ul style="list-style-type: none"> <li>• analyze the structure and context of varied musical works and their implications for performance.</li> <li>• analyze how the structure and context of varied musical works inform the response.</li> <li>• analyze the form of all music performed</li> <li>• analyze and identify the form of professional recordings shared in class</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Formal and informal assessments of understanding of musical form</li> </ul>
<b>Teacher Resources:</b>	Sight-reading factory, Solo & Performance Repertoire

Unit Title	Style & Expression	Length of Unit	Ongoing
<b>Inquiry Questions</b> (Engaging & Debatable)	How do performers interpret musical works? How does understanding the structure and context of the music influence response?		
<b>Standards</b>	<b>Perform:</b> <i>Interpret:</i> MU:Pr4.3.E.8a, <i>Present:</i> MU:Pr6.1.E.8a <b>Respond:</b> <i>Select:</i> MU:Re7.1.E.8a, <i>Analyze:</i> MU:Re7.2.E.8a, <i>Interpret:</i> MU:Re8.1.E.8a		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Folk, Sacred, Secular, Popular,</li> <li>• Expression Markings,</li> <li>• Dynamics, Mood</li> </ul>		
<b>Key Vocabulary</b>	Pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo, crescendo, decrescendo, fermata, sfz, fp, ritardando, accelerando, rallentando		

<b>Unit Title</b>	<b>Style &amp; Expression</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• response to music is informed by analyzing context and how creators and performers manipulate the elements of music</li> <li>• articulation markings including, but not limited to, staccato, legato, accents</li> <li>• dynamic markings commonly found in middle school choral repertoire</li> <li>• musical symbols commonly found in middle school choral repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• make interpretive decisions based on their understanding of context and expressive intent</li> <li>• judge performance based on criteria that vary across time, place and cultures</li> <li>• select musical works based on interests, experiences, understandings and purposes</li> <li>• provide clues to their expressive intent through the use of elements and structures of music</li> <li>• perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context</li> <li>• identify and define standard notation symbols for dynamics, tempo, articulation and expression</li> </ul>

<b>Assessments:</b>	Performance Assessments
<b>Teacher Resources:</b>	Sight Reading Factory, Solo & Performance Repertoire

<b>Unit Title</b>	<b>Composing &amp; Arranging</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> </ul>		
<b>Standards</b>	<b>Create:</b> <i>Imagine:</i> MU:Cr1.1.E.8a, <i>Plan and Make:</i> MU:Cr2.1.E.8a, <i>Evaluate &amp; Refine:</i> MU:Cr3.1.8a		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Rhythmic Composition,</li> <li>• Melodic Composition,</li> <li>• Harmony, Melody</li> </ul>		
<b>Key Vocabulary</b>	imitation, improvisation, variation, sound-silence, rhythmic phrasing, fragmentation, augmentation-diminution		

<b>Unit Title</b>	<b>Composing &amp; Arranging</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content:</b> <b>My students will Know...</b>	<b>Key Skills:</b> <b>My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>the creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources</li> <li>musicians creative choices are influenced by their expertise, context, and expressive intent</li> <li>notation elements necessary for successful musical composition</li> <li>background information about major choral composers as well as the composers of music studied in class</li> </ul>	<ul style="list-style-type: none"> <li>evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>create an original piece of music that can be repeated and preserved either in notation or in a sound recording</li> <li>apply concepts of composition procedures including the development of musical ideas, such as fragmentation, imitation, variation, augmentation-diminution, sound-silence, and rhythmic phrasing</li> <li>compose a simple melody with I-IV-V chord progression</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>Composition and performance of original or arranged piece for choir</li> </ul>
<b>Teacher Resources:</b>	Various resourced based on student interest/needs

<b>Unit Title</b>	<b>Improvisation</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians generate creative ideas?</li> <li>• How do musicians make creative decisions?</li> <li>• How do musicians improve the quality of their creative work?</li> <li>• When is creative work ready to share?</li> </ul>		
<b>Standards</b>	<b>Create:</b> <i>Imagine:</i> MU:Cr1.1.E.8a, <i>Plan and Make:</i> MU:Cr2.1.E.8a, <i>Evaluate and Refine:</i> MU:Cr3.1.8a, <i>Present:</i> MU:Cr3.2.E.8a		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Improvisation,</li> <li>• Choral Concepts of Improvisation,</li> <li>• Improvising within Set Parameters</li> </ul>		
<b>Key Vocabulary</b>	Improvisation, chord progression, scales, melodic contour, key signature, time signature, major scales		

<b>Unit Title</b>	<b>Improvisation</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• the creative ideas, concepts and feelings that influence musicians' work emerge from a variety of source</li> <li>• musicians creative choices are influenced by their expertise, context, and expressive intent</li> <li>• musicians presentation of creative work is the culmination of a process of creation and communication</li> <li>• melodic concepts commonly used in improvisation</li> </ul>	<ul style="list-style-type: none"> <li>• evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>• present creative work as the culmination of a process of creation and communication</li> <li>• create and perform spontaneously or in the moment, based on guidelines provided by the instructor</li> <li>• analyze melodic concepts</li> <li>• improvise a simple melody based on guidelines determined by student and teacher</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Improvisation performance based on specific guidelines</li> </ul>
<b>Teacher Resources:</b>	Various resources as determined by the instructor and/or student needs

<b>Unit Title</b>	<b>Performance Technique &amp; Etiquette</b>	<b>Length of Unit</b>	Ongoing
<b>Inquiry Questions (Engaging &amp; Debatable)</b>	<ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence audience response?</li> <li>• How do we discern the musical creators' and performers' expressive intent?</li> <li>• How do we judge the quality of musical work(s) and performance(s)?</li> </ul>		
<b>Standards</b>	<b>Perform:</b> <i>Rehearse, Evaluate and Refine: MU:Pr5.1.E.18a, Present: MU:Pr6.1.E.8a, Interpret: MU8.1.E.8a, Evaluate: MU:Re9.1.E.8a</i>		
<b>Unit Strands &amp; Concepts</b>	<ul style="list-style-type: none"> <li>• Audience Etiquette,</li> <li>• Performance Etiquette,</li> <li>• Concert Behavior,</li> <li>• Performance Quality</li> </ul>		
<b>Key Vocabulary</b>	stage presence, concert attire, rehearsal space, intermission		

<b>Unit Title</b>	<b>Performance Technique &amp; Etiquette</b>	<b>Length of Unit</b>	Ongoing
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<b>Critical Content: My students will Know...</b>	<b>Key Skills: My students will be able to (Do)...</b>
<ul style="list-style-type: none"> <li>• Appropriate behavior and decorum before, during and after performance in which they are audience members as well as performers</li> <li>• characteristics that constitute a quality performance</li> </ul>	<ul style="list-style-type: none"> <li>• express their musical ideas through analyzing, evaluating and refining their performance over time through openness to new ideas, persistence, and the application of appropriate criteria</li> <li>• judge performance based on criteria that vary across time, place and cultures. This context and how a work is presented influence the audience response</li> <li>• evaluate personal work and performances by analysis, interpretation and established criteria</li> <li>• demonstrate various aspects of contextually appropriate behavior, conduct, and appearance for a musical performance such as stage presence, etiquette, and appropriate attire</li> <li>• critique and prove that repertoire is ready for performance through self created guidelines</li> <li>• design criteria for post-performance reflection</li> </ul>

<b>Assessments:</b>	<ul style="list-style-type: none"> <li>• Self, Peer and Teacher Reflection, Student Performance</li> </ul>
<b>Teacher Resources:</b>	Various resourced based on student interest/needs