

MUSIC CURRICULUM FRAMEWORK<sup>1</sup>  
 Based on *UbD Template 2.0* : Stage 1 – Desired Results

Chorus \_\_\_\_\_ Ashley Cesaratto \_\_\_\_\_ 6 \_\_\_\_\_  
**Course Title** **Teacher(s)** **Grade Level(s)**

**Course Structure**     Single Semester         Full Year (Single Grade)         Multiple Years (Combined Grades)

**Course Description**        This course is open to any student expressing an interest in vocal performance. Students will gain and demonstrate an understanding of basic vocal techniques such as posture, breath support, embouchure formation, and expression. They will be introduced to basic music comprehension skills including the identification of the musical staff and treble clef, the musical alphabet, various time signatures, as well as note and rest patterns. Both solfege and rhythmic drills will be explored in depth throughout the course of the year, providing students will the skills needed to perform various pieces of repertoire in unison and two-part harmonies. The process of student assessment will include the evaluation of individual performance, achievement and improvement, knowledge of music performed, class assignments and assessments, as well as attendance and active participation in all rehearsals and concerts.

Established Goals	Transfer	
1. MPG1 – Develop skills in music reading  2. MPG2 – Perform with musical expression  3. MPG3 – Listen to music with understanding  4. MPG4 – Make value judgments about music.	<i>Students will be able to independently use their learning to . . .</i>	
	1. Make music a life-long activity.  2. Strongly consider what type of music they choose to listen to and buy.  3. Enhance their musical skills and understanding	
	Meaning	
	<i>Understandings</i> <i>Students will understand that . . .</i>	<i>Essential Questions</i> <i>Students will keep considering . . .</i>
	1. Choral singing is a specific style of music that requires specific vowel formation, diction, and tone production.  2. Music reading skills provide future musical opportunities.  3. Self-control is important to the success of a choir	1. The difference between music of good quality and music of poor quality.  2. Ways that music can be performed in an expressive way.  3. How to become a better musician.  4. How music can express emotions.  5. What is required to be the best musician they can be.

<sup>1</sup> Adapting to SAS: Big Ideas (Goal and Strands), Concepts (Knowledge), Competencies (Skills), Essential Questions (Essential Questions), Standards (Knowledge and Skills).

<b>Acquisition of Knowledge &amp; Skill<sup>2</sup></b>	
<b><i>Knowledge</i></b>	<b><i>Skills</i></b>
<p><i>Students will know . . .</i></p> <ol style="list-style-type: none"> <li>1. How choral singing differs from other genres and styles of singing</li> <li>2. What sight-singing is</li> <li>3. How solfege can be helpful</li> <li>4. The role of a conductor</li> <li>5. How to properly dress and act when performing.</li> <li>6. Practice techniques</li> <li>7. Formal structure of music</li> </ol>	<p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> <li>1. Singing in tune</li> <li>2. Singing the solfege scale and executing Curwen hand signs</li> <li>3. Labeling solfege syllables in music</li> <li>4. Following the conductor at different tempi and dynamics.</li> <li>5. Adjusting their dynamic level to properly blend in with the other singers in the chorus</li> <li>6. Exhibiting proper singing posture</li> <li>7. Distinguishing between the meters 4/4 and 3/4.</li> <li>8. Reading eighth, quarter, half, dotted half, and whole notes and rests.</li> </ol>

<sup>2</sup> PFD Note: Link these *desired outcomes* to “Established Goals” (Music Program Goals, National Music Standards, or PDE Academic Arts Standards).