

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

Chorus \_\_\_\_\_ Ashley Cesaratto \_\_\_\_\_ 7 \_\_\_\_\_  
**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 who successfully completed the 6<sup>th</sup> grade chorus course, or who has auditioned/interviewed with the director. Students will gain and demonstrate a more advanced understanding of vocal techniques such as posture, breath support, embouchure formation, and expression. They will be introduced to music comprehension skills including the identification of the grand staff, the musical alphabet, various time signatures, note and rest patterns, and expression markings. 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 two- and three-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 types of music they choose to listen to and buy. 3. Enhance their musical skills and understanding 4. Enjoy outside concerts	
	Meaning	
	<i>Understandings</i>	<i>Essential Questions</i>
	<i>Students will understand that . . .</i>	<i>Students will keep considering . . .</i>
	1. Choral singing is a specific style of music 2. Music reading skills provide future musical opportunities. 3. Self-control is important to the success of a choir	1. The distinctions between choral singing and other music genres. 2. The difference between music of good quality and music of poor quality. 3. Ways that music can be performed in an expressive way.

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

		<ol style="list-style-type: none"> <li>4. How to become a better musician.</li> <li>5. How music can express emotions.</li> <li>6. What it takes to be the best musician they can be.</li> </ol>
<b>Acquisition of Knowledge &amp; Skill<sup>2</sup></b>		
	<p style="text-align: center;"><i><b>Knowledge</b></i></p> <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. How solfege can be helpful in learning to read music</li> <li>3. How to properly dress and act when performing</li> <li>4. Practice techniques</li> <li>5. The structure of choral music</li> </ol>	<p style="text-align: center;"><i><b>Skills</b></i></p> <p><i>Students will be skilled at . . .</i></p> <ol style="list-style-type: none"> <li>1. Singing in tune and with proper technique and breath support</li> <li>2. Sight-singing simple melodies</li> <li>3. Learning concert repertoire at a faster rate than the previous year</li> <li>4. Singing the solfege scale in thirds and executing Curwen hand signs</li> <li>5. Labeling solfege syllables in music</li> <li>6. Following the conductor at different tempi and dynamics.</li> <li>7. Adjusting their dynamic level to properly blend in with the other singers in the chorus</li> <li>8. Exhibiting proper singing posture</li> <li>9. Distinguishing between the meters 4/4, 3/4, and 6/8</li> <li>10. Reading eighth, quarter, half, dotted half, dotted eighth and sixteenth, and whole notes and rests.</li> <li>11. Exhibiting self-control during rehearsals and concerts</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).

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