

Curriculum Map: Grade 5 Chorus

Course: 5 Chorus Sub-topic: Choir

Grade(s): 5

Course Description:

This is a vocal ensemble for interested students in grade 5. These students will be provided the opportunity to sing in a large group situation in which proper vocal technique and rehearsal skills are emphasized. Students are directed towards achieving proficiency in the mechanics of singing, and to gain an appreciation for musical interpretation with the ultimate goal of public performance.

Essential Questions:

- How do I sing with proper vocal technique?
- How do I match pitch?
- How do I produce a good tone?
- How do I produce pure vowels?
- How do I follow my part in a choral score?
- How does my part relate to the rest of the ensemble?
- How do I sing with others?
- How does choral music relate to the world around me?
- How do I make musical choices within an ensemble setting?
- How does the ensemble use rehearsals to prepare for public performances?

Course Textbooks, Workbooks, Materials Citations:

- Choral music of varying genres and styles
- Piano
- Recordings
- Smart board / dry erase board
- Pencils
- Choral Risers
- Chairs

- Computer
- Video Presentations

Resources:

- Existing music from Conneaut School District music libraries.
- New music purchased from various music publishing companies.
- Articles from Music Educator Journals and/or websites on various topics related to singing, performance, etc.
- Other online music resources including listening, notation, theory, etc.

**Course
Interdisciplinary Math
Connections:**

- Students will hear and sing simple and compound meters.
- Students will learn how note values are subdivided.

History

- Students will be introduced to various eras and styles of music and how they relate to the historical periods around them.
- Students will recognize the difference between sacred and secular music.

Foreign Language

- Students will learn about the importance of singing in other languages while learning proper pronunciation and translations of the language in which they are singing.

Science

- Students will learn about the mechanics of the voice and how to maintain proper vocal

Unit
Description: Students will prepare for a public concert with music emphasizing holiday/winter themed music

Music selected will by director

Unit 1 will culminate in a Winter Concert public performance.

Unit Essential Questions:

- How do I sing?
- How do I sing in a group choral setting?
- How do I sing with diaphragm support?
- How do i sing with good diction?
- How do I project my sound?
- How do I sing a part different from others?
- How do I read my part on sheet music?
- How do I hold my music while I sing
- How do I take care of my music?
- How do I take care of my voice?

Unit Big Ideas:

- Matching pitch
- Diction
- Vocal technique
- Vowel Shape
- Blend
- Listening across ensemble
- Singing individually and in group settings
- Unison, Partner songs, 2-part, rounds, etc.

Unit Materials:

- Choral music from Conneaut music library and various music publishers
- Assigned choral folders
- Pencils

- Piano
- Vocal model
- Solfege charts
- Recordings
- Stereo
- Computer
- ViewBoard

Unit

Assignments: Students will perform pieces as follows:

- Three to four choral pieces
- solos may be utilized

Music will vary yearly dependent on voicing, student numbers, and ability

Unit Key Terminology & Definitions :

- Vocal part - Soprano, Alto, Part 1, Part 2
- Diction
- Choral Score - the sheet music
- Vocalise - warm-up exercises
- Solfege - Do, Re, Mi, Fa, Sol, La, Ti, Do (and matching hand signs)
- Blend - How all the parts fit together as a whole
- Projection

Resources:

- Conneaut schools choral Library
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The

(Introduced)		
9.1.5.J (Introduced)	Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video conferencing, multimedia techniques, internet access, library computer card catalogues). 	
9.2.5.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.	
9.2.5.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	
9.2.5.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.5.K (Introduced)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue grass).	
9.2.5.L (Introduced)	Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham’s Appalachian Spring and Millet’s The Gleaners).	
9.3.5.A (Introduced)	Identify critical processes in the examination of works in the arts and humanities.	
	<ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments 	
9.3.5.B (Introduced)	Describe works in the arts comparing similar and contrasting characteristics (e.g., staccato in Grieg’s In the Hall of the Mountain King and in tap dance).	
9.3.5.D (Introduced)	Compare similar and contrasting important aspects of works in the arts and humanities based on a set of guidelines using a comprehensive vocabulary of critical response.	

9.4.5.A (Introduced) Identify uses of expressive symbols that show philosophical meanings in works in the arts and humanities (e.g., American TV ads versus Asian TV ads).

9.4.5.C (Introduced) Identify the attributes of various audiences' environments as they influence individual aesthetic response (e.g., Beatles' music played by the Boston Pops versus video taped concerts from the 1970s).

This Curriculum Map Unit has no Topics to display

Unit: Spring Semester

Timeline: Week 17 to 52

Unit

Description: Students will prepare for a public concert with concert chorus selections

Music selected will by director

Unit 2 will culminate in a Spring Concert public performance.

Unit Essential

Questions:

- How do I sing?
- How do I sing in a group choral setting?
- How do I sing with diaphragm support?
- How do i sing with good diction?
- How do I project my sound?
- How do I sing a part different from others?
- How do I read my part on sheet music?
- How do I hold my music while I sing
- How do I take care of my music?

- How do I take care of my voice?

Unit Big Ideas:

- Matching pitch
- Diction
- Vocal technique
- Vowel Shape
- Blend
- Listening across ensemble
- Singing individually and in group settings
- Unison, Partner songs, 2-part, rounds, etc.

Unit Materials:

- Choral music from Conneaut music library and various music publishers
- Assigned choral folders
- Pencils
- Piano
- Vocal model
- Solfege charts
- Recordings
- Stereo
- Computer
- ViewBoard

Unit

Assignments: Students will perform pieces as follows:

- Three to four choral pieces
- solos may be utilized

Music will vary yearly dependent on voicing, student numbers, and ability

Unit Key Terminology & Definitions :

- Vocal part - Soprano, Alto, Part 1, Part 2
- Diction
- Choral Score - the sheet music
- Vocalise - warm-up exercises
- Solfege - Do, Re, Mi, Fa, Sol, La, Ti, Do (and matching hand signs)
- Blend - How all the parts fit together as a whole
- Projection

Resources:

- Conneaut schools choral Library
- Various music publishers
- Varying music recording websites and listening resources

Unit Notes:

- All music for this unit will be performed memorized.
- Students may have the opportunity to sing solos as indicated by the music. The director will hold auditions an select students for the solos based on characteristics of the music.
- All students are required as part of their grade to attend the concert.
- Students will need appropriate concert clothes.

STANDARDS: STANDARDS

STATE: Pennsylvania SAS Academic Standards (2009-2013)

9.1.5.A (Focus) Know and use the elements and principles of each art form to create

- Elements ?? Dance: • energy/force • space • time ?? Music: • duration • intensity • pitch • timbre ?? Theatre: • scenario • script/text • set design ?? Visual Arts: • color • form/shape • line • space • texture • value • Principles ?? Dance: • choreography • form • genre • improvisation • style • technique ?? Music: • composition • form • genre • harmony • rhythm • texture ?? Theatre: • balance • collaboration • discipline • emphasis • focus • intention • movement • rhythm • style • voice ?? Visual Arts: • balance • contrast • emphasis/ focal point • movement/rhythm • proportion/scale • repetition • unity/

	harmony	
9.1.5.C (Focus)	Know and use fundamental vocabulary within each of the arts forms.	
9.1.5.E (Focus)	Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.	
9.1.5.G (Focus)	Identify the function and benefits of rehearsal and practice sessions.	
9.1.5.H (Focus)	Use and maintain materials, equipment and tools safely at work and performance spaces.	
	<ul style="list-style-type: none"> • Describe some materials used. • Describe issues of cleanliness related to the arts. • Describe types of mechanical/electrical equipment usage. • Know how to work in selected physical space/environments. • Identify the qualities of safe props/stage equipment. • Describe methods for storing materials in the arts. 	
9.1.5.I (Focus)	Describe arts events that take place in schools and in communities.	
9.1.5.J (Focus)	Apply traditional and contemporary technologies for producing, performing and exhibiting works in the arts or the works of others.	
	<ul style="list-style-type: none"> • Experiment with traditional technologies (e.g., ceramic/wooden tools, earthen clays, masks, instruments, folk shoes, etching tools, folk looms). • Experiment with contemporary technologies (e.g., color fills on computers, texture methods on computers, fonts/point systems, animation techniques, video teleconferencing, multimedia techniques, internet access, library computer card catalogues). 	
9.2.5.A (Advanced)	Explain the historical, cultural and social context of an individual work in the arts.	
9.2.5.B (Advanced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	
9.2.5.C (Advanced)	Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).	
9.2.5.K (Focus)	Identify, explain and analyze traditions as they relate to works in the arts (e.g., story telling – plays, oral histories- poetry, work songs- blue	

