

## Curriculum Map: Grade 7/8 Chorus

Course: 7/8 Chorus Sub-topic: Choir

Grade(s): 7 to 8

### Course Description:

This is a vocal ensemble for interested students in grades 7 and 8. 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.&nbsp;

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.&nbsp;

Foreign Language&nbsp;

- 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.&nbsp;&nbsp;

Science&nbsp;

- 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&nbsp;

Music selected will by director

Unit 1 will culminate in a Winter Concert public performance.&nbsp;&nbsp;

**Unit Essential Questions:**

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

**Unit Big Ideas:**

- Matching pitch
- Diction
- Vocal technique&nbsp;
- Vowel Shape
- Blend&nbsp;
- Listening across ensemble
- Singing individually and in group settings&nbsp;
- Unison, rounds, 3-part, 4-part, etc.&nbsp;

**Unit Materials:**

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

- Piano
- Vocal model
- Solfege charts&nbsp;
- Recordings&nbsp;
- Stereo&nbsp;
- Computer
- ViewBoard&nbsp;

## **Unit**

**Assignments:** Students will perform pieces as follows:

- Three to four choral pieces&nbsp;
- solos may be utilized

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

## **Unit Key Terminology & Definitions :**

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

## **Resources:**

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

## **Unit Notes:**

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



9.2.8.B (Reinforced)	Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).	&nbsp;
9.2.8.C (Reinforced)	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).	&nbsp;
9.2.8.D (Reinforced)	Analyze a work of art from its historical and cultural perspective.	&nbsp;
9.2.8.K (Reinforced)	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).	&nbsp;
9.2.8.L (Reinforced)	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).	&nbsp;
9.3.8.A (Reinforced)	Know and use the critical process of the examination of works in the arts and humanities.	&nbsp;
	<ul style="list-style-type: none"> <li>• Compare and contrast</li> <li>• Analyze</li> <li>• Interpret</li> <li>• Form and test hypotheses</li> <li>• Evaluate/form judgments</li> </ul>	
9.3.8.B (Reinforced)	Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).	&nbsp;
9.3.8.D (Reinforced)	Evaluate works in the arts and humanities using a complex vocabulary of critical response.	&nbsp;
9.4.8.A (Reinforced)	Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual’s concept of musical theatre).	&nbsp;
9.4.8.C (Reinforced)	Describe how the attributes of the audience’s environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber’s Cats).	&nbsp;

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## **Unit: Spring Semester**

Timeline: Week 17 to 52

### **Unit**

**Description:** Students will prepare for 2 public concerts: Combined Chorus and a Spring Concert. Concerts will use concert choral pieces from a variety of genres

Music selected by director with student input

Unit 2 will culminate in the public performances of Combined and Spring Concerts.

### **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, rounds, 3-part, 4-part, etc.



**Unit Materials:**

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

**Unit**

**Assignments:** Students will perform pieces as follows:

- four to five choral pieces&nbsp;
- solos may be utilized

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

**Unit Key  
Terminology &  
Definitions :**

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

**Resources:**

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



- Demonstrate methods for storing materials in the arts.
- 9.1.8.I (Reinforced) Know where arts events, performances and exhibitions occur and how to gain admission.
- 9.1.8.J (Reinforced) Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
- Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
  - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design)
- 9.2.8.A (Reinforced) Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8.B (Reinforced) Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.8.C (Reinforced) 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).
- 9.2.8.K (Reinforced) 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).
- 9.2.8.L (Reinforced) 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).
- 9.3.8.A (Reinforced) Know and use the critical process of the examination of works in the arts and humanities.
- Compare and contrast
  - Analyze
  - Interpret
  - Form and test hypotheses
  - Evaluate/form judgments
- 9.3.8.B (Reinforced) Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).

- 9.3.8.D Evaluate works in the arts and humanities using a complex vocabulary &nbsp; &nbsp;  
(Reinforced) of critical response.
- 9.4.8.A Compare and contrast examples of group and individual philosophical &nbsp; &nbsp;  
(Reinforced) meanings of works in the arts and humanities (e.g., group discussions  
on musical theatre versus the individual's concept of musical theatre).

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This Curriculum Map Unit has no Topics to display