

Moon Area School District Curriculum Map

Course: 8th Grade Chorus (Concert Choir)

Grade Level: 8

Content Area: Music

Frequency: Full-Year Course (Every other day, 42 minutes)

Big Ideas

1. The skills, techniques, elements and principles of the arts can be learned, studied, refined and practiced.
2. Artists use tools and resources as well as their own experiences and skills to create art.
3. The arts provide a medium to understand and exchange ideas.
4. People have expressed experiences and ideas through the arts throughout time and across cultures
5. There are formal and informal processes used to assess the quality of works in the arts.
6. People use both aesthetic and critical processes to assess quality, interpret meaning and determine value.

Essential Questions

1. How are the elements of music shared through notation?
2. How do people use both traditional and contemporary technologies to create and perform music?
3. Why are there similarities in works in dance, music, theatre and visual arts from the same culture and time period?
4. How do critics determine the quality of musical works?
5. How are aesthetic and critical processes sometimes used for the same purposes?

Primary Resource(s) & Technology:

Repertoire, Sight Reading Factory,
Microsoft Teams, Promethean Boards, Student Laptops

Pennsylvania and/or focus standards referenced at:

www.pdesas.org
www.education.pa.gov

Big Ideas/ EQs	Focus Standard(s)	Assessed Competencies (Key content and skills)	Timeline
1, 2, 5	<i>Vocal Skills:</i> <i>9.1.3.B, 9.1.5.B,</i> <i>MU:Pr5.1.4a,</i> <i>MU:Pr5.1.4b,</i>	<ul style="list-style-type: none">• Continued Singing Voice Development• Use a healthy singing voice consistently• Sing expressively and musically• Vocal independence	All Year

	<i>MU:Pr6.1.4a, MU:Pr6.1.4b</i>	<ul style="list-style-type: none"> • Making adjustments while managing the adolescent changing voice • Demonstrate the 3 Vocal Vital Signs • Proper Singing Posture – Back straight, shoulders rolled back and relaxed, feet shoulder-width apart • Breath Support – breath management, pulsed breath and sustained exhaled • Embouchure – lifted soft palette, rounded, tall vertical space • Demonstrate response to basic conducting cues • Visual communication • Prep beat/breath • Response to tempo and dynamic changes • Accurate cut offs • Response to cues with different voice sections 	
1, 2, 5	<i>Beat: 9.1.3.B, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> • Maintain a steady beat and subdivided beat through rehearsal and class activities • Macro/Micro 	All Year
1, 2, 5	<i>Rhythm: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> • Clap, read, count, and notate rhythms with whole, half, quarter, eighth, and sixteenth notes and rests • Clap, read, and notate rhythms with dotted notes and syncopation • Clap, read, and notate rhythms in compound meters and mixed meters 	All Year
1, 2, 5	<i>Aural Skills: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> • Identify and sing the intervals of the major, minor, pentatonic, blues, whole tone, and chromatic scales. • Identify and sing the tonic triads in major and la based minor. • Singing scale patterns in canon • Audiate and sing melodic patterns from modeled hand signs • Improvise melodic patterns on a neutral syllable and solfege. • Differentiate major and minor scales, triads, and patterns 	All Year
1, 2, 5	<i>Literacy Skills: 9.1.3.C, 9.1.5.B, MU:Cr1.1.4a, MU:Pr4.2.4a</i>	<ul style="list-style-type: none"> • Identify music alphabet names of lines and spaces of the treble and bass clef, including 2 ledger lines above and below the staff. 	All Year

		<ul style="list-style-type: none"> • Identify major and perfect intervals on the staff (unison to octave) • Name and sing melodic patterns on the Grand Staff using Solfege after Do is named by teacher. • Notate and sing major scale, minor scale, and pentatonic scale on the Grand Staff using Solfege when Do is given by the teacher. • Notate and sing melodic fragments on the Grand Staff. • Identify and label key signatures • Identify and interpret various time signatures in duple and triple meters • Build a major scale on the staff using the WWHWWWH formula 	
3, 4	<p><i>Listening/Evaluating Music</i> <i>Performance:</i> 9.3.3.B, 9.3.5.F, MU:Re7.2.4a</p>	<ul style="list-style-type: none"> • Listen and identify basic song form (ABA, AB, Rondo, Call and Echo/Call and Response.) • Listen and identify melody and harmony • Listen and evaluate proper use of Vocal Vital Signs in a musical recording/video. • Listen and identify the difference between a verse and refrain in a musical composition. • Tracking soprano, alto, and baritone while listening to a vocal model. 	All Year

1, 2, 5	<p><i>Octavo Reading:</i> <i>9.1.3.C, 9.1.5.C,</i> <i>MU:Pr4.2.4a,</i> <i>MU:Pr4.2.4b</i></p>	<p>Students will identify and musically interpret the following within a choral octavo:</p> <ul style="list-style-type: none"> • Composer/Arranger • Time Signature/Mixed Meter • Systems/Measures • Tempo Markings • Finding tonic/home tone • Voice Parts and Accompaniment • Specific Rhythmic Patterns • Specific Melodic Patterns • Musical road map (Repeat signs, codas, first and second endings.) • Expression marks (dynamics, phrasing [breathing], staccato, legato, and accent markings) 	All Year
5, 6	<p><i>Understanding Music In Relation To Style, Culture, and History:</i> <i>9.3.3.B, 9.3.5.F,</i> <i>MU:Re7.2.4a</i></p>	<ul style="list-style-type: none"> • Perform songs from various genres. • Recognize and imitate the style of the genre. • Recognize and be familiar with the historical value of the piece performed. 	All Year
4, 5, 6	<p><i>Performance Skills:</i> <i>9.1.3.C,</i> <i>9.1.5.B,</i> <i>MU:Cr1.1.4a,</i> <i>MU:Pr4.2.4a</i></p>	<ul style="list-style-type: none"> • Perform in at least 2 concerts per year • Perform 3- and 4-part SA(T)B music • Demonstrate a balance/blend across all voice parts • Demonstrate Performance Posture, Stage Etiquette, Stage Presence, and Audience Etiquette • Perform vocal music in multiple languages, including but not limited to; Latin, German, French, Italian, African Dialect, Spanish, Eastern European. • Demonstrate a performance of vocal music in mixed meters • Application of Stage/Theater terminology <ul style="list-style-type: none"> ○ Call Time ○ Entrance/Exit ○ Stage left, Stage right ○ Bow ○ Ensemble/Solo ○ Accompanied/a cappella 	All Year

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