

Havre Public Schools Choir Grade 8

Course Information:

Grade Level: 8th Grade Choir

Length: Semester

Periods Per Day: 1 period, 54 minutes

Essential Understanding:

Students will learn about elements of music and vocal technique. The choir will sing a variety of 2-part and 3-part music and participate in one concert performance per nine weeks. Time will also be spent on applying note-reading skills and exploring creative musical ideas.

Theme Samples:

- Fundamentals – Note, rhythm, and musical symbol reading with vocal application
- Creating – Conceiving and developing new artistic ideas and work
- Performing – Realizing artistic ideas and work through interpretation and presentation
- Responding – Understanding and evaluating how the arts convey meaning
- Connecting – Relating artistic ideas and work with personal meaning and external context

Course Objectives and Expectations:

Proper vocal tone production is emphasized throughout the course (proper posture, breath support, open tone quality, diction and vowel production). Students will also develop and practice skills such as matching pitches, extending vocal range, singing intervals and melodic lines in tune; will be introduced to musical symbols, terms, and vocabulary; to sight-reading rhythms; will use standard notation to write music; will evaluate music and music performances; will understand relationships between music, the other arts, and disciplines outside the arts and understand music in relation to history and culture; will create or improvise music.

Student Objectives:

- Students can analyze rhythms by demonstrating correct counting, clapping, singing, or writing
- Students can demonstrate correct vocal production as instructed.
- Students can respond to the artistic nuances of the conductor.
- Students can compare whether a pitch is high or low according to where it is located on the staff and can apply this information to vocal production.
- Students will reflect on the recorded performance of the concert and evaluate the good and bad moments.
- Students can describe the emotions conveyed in a piece of music.
- Students can demonstrate innovation by performing a phrase of music in different ways.
- Students can create unique musical ideas through compositions.
- Students can interpret musical expression through creating choreography.

Pacing and pertinent Montana Content Standard:

Elements of Music MU:Pr4.2.E.5a

Vocal Production and Posture MU:Pr4.2.E.5a

Expression in Music MU:Pr4.3.E.5a

Sight-Singing/Rhythmic Accuracy MU:Pr5.3.E.5a

Concert Performance Skills MU:Pr4.3.E.5a

Evaluating Performances MU:Pr5.3.E.5a

Piano Skills MU:Pr4.2.E.5a

Exposure to Varied Genres MU:Pr6.1.E.5b

Course Outline and Assessments:

Quarter 1

1. Vocal Fundamentals MU:Pr4.3.E.5a

Assessment: Worksheets, teacher observation, group participation, bellringers

- A. Vocal Production
- B. Posture
- C. Vocal Warm-ups
- D. Learning Solfege syllables
- E. Rhythm exercises
- F. Notation review

2. Score Analysis MU:Pr4.2.E.5a MU:Pr4.1.E.5a

Assessment: Teacher assessment, worksheets, bellringers

- A. Introduce concert music
 - 1. Identify parts, systems, piano accompaniment
 - 2. Apply rhythmic knowledge to piece
 - 3. Apply solfege and pitch differentiation
 - 4. Discuss symbols, clefs, key signatures, time signatures
 - 5. Introduce Mr. Everybody's Musical Apartment treble clef characters
 - 6. Understand composer's intent or cultural significance

3. Ensemble Singing MU:Pr5.3.E.5a

Assessment: Section self-assessment, individual self-assessment, teacher assessment, worksheets, video assessment, audio assessment

- A. Maintaining vocal part in an ensemble
 - 1. Listen to others
 - 2. Count rhythmically
 - 3. Apply dynamics and articulations by following the director
 - 4. Interpret music symbols by following the director
 - 5. Apply expression by following the director

4. Concert Preparation/Performance MU:Pr4.3.E.5a MU:Pr5.3.E.5a

Assessment: Written reflection after viewing concert video, teacher observation, audience comments

- A. Concert posture/behavior
- B. Ensemble placement
- C. Procedures in performance venue
- D. Etiquette
- E. Program rehearsal

Quarter 2

1. Unit on Music Genres MU:Re8.1.E.5a MU:Cn11.0.T.5a

Assessment: Oral reports, worksheets, bellringers, teacher observation

- A. Listen to samples of varied music genres
 - 1. Identify characteristic features from specific genres
 - 2. Understand cultural significance
 - 3. Introduce new concert music, identify genre
 - 4. Apply vocal technique suitable to genre

2. Study of 2nd Quarter Concert Music MU:Pr5.3.E.5a

Assessment: Worksheets, teacher observation, quizzes

- A. Apply vocal techniques to new concert material
 - 1. Apply rhythmic knowledge to piece

- 2. Apply solfege and pitch differentiation
- 3. Discuss symbols, clefs, key signatures, time signatures
- B. Apply more advanced rhythm exercises
- C. Present the bass clef – Dog characters on the lines and Cow characters on the spaces.
- D. Introduce ledger lines, flat and sharps
- E. Launch The ABCs of Musical Terms booklet
- F. Understand composer’s intent or cultural significance
- 3. Concert Preparation/Performance MU:Pr4.3.E.5a MU:Pr5.3.E.5a MU:Re9.1.E.5a**
 Assessment: Teacher observation, video reflection, audience comments
 - A. Concert posture/behavior
 - B. Ensemble placement
 - C. Procedures in performance venue
 - D. Etiquette
 - E. Program rehearsal
- 4. Create Choreography MU:Cr1.1.E.IIIa, MU:Pr4.3.E.5a, MU:Cn11.0.T.5a**
 Assessment: Self-assessment and reflection, peer reflection, teacher reflection
 - A. Interpret music by creating choreography to a concert song of choice
 - 1. Listening skills to synchronize music with actions
 - 2. Add appropriate costumes
- 5. Piano Unit MU:Pr4.2.E.5a**
 Assessment: Student performance, self-evaluation, teacher observation
 - A. Apply and reinforce note-reading skills to an instrument
 - 1. Counts Rhythmically
 - 2. Displays consistent tempo
 - 3. Equates notation to solfege syllables
 - 4. Understands rests observes rests
- 6. Creating Original Compositions MU:Cr2.1.E.5b MU:Cr1.1.E.5a**
 Assessment: Self-assessment and reflection, peer reflection, teacher reflection
 - A. Create a 5-measure composition based on I, vi, IV, V, I progression
 - B. Record chord progression by using block chords in root position
 - C. Improvise various melodies over the recorded progression

Resources:

Octavos from music library and JW Pepper

Wilmeth, Ellen Thirty Days to Music Theory (2001) Hal Leonard Corporation, Milwaukee, WI

Albrecht, Sally K. Rhythm Workshop (2012) Alfred Music Publishing Co., Inc.

Sight Reading Factory <https://www.sightreadingfactory.com/>

K-12 Arts Standards form OPI: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Arts-Standards#98103736-montana-content-standards-for-the-arts>

National Art Standards: <https://www.nationalartsstandards.org/>

Technology Standards: <https://opi.mt.gov/Educators/Teaching-Learning/K-12-Content-Standards/Technology-Standards>

Approved: 03/11/2025