



8th Grade Choir Curriculum

Board Approved: 3/20/2025

Course Information

Middle School Full-year course

Course Description:

This year-long vocal music course for eighth-grade students refines and advances students' knowledge of sight-reading, vocal techniques, and ensemble singing. Students will perform a variety of choral compositions of contrasting styles, periods, and cultures. Students will form a deeper understanding of music theory, cultural context, and the connections between music, the arts, and real-world applications.

Transfer Goals:

- Generate and conceptualize artistic ideas and work.
- Organize and develop artistic ideas and work.
- Refine and complete artistic work.
- Analyze, interpret, and select artistic work for presentation.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

Curriculum Standards: [MLS Fine Arts Music Standards](#)

Curriculum Resource(s): Sight Reading Factory student resource, Choral Tracks teacher resource

priority standards indicated in **bold*

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Unit 1: Creating

Timeframe: *Ongoing throughout the year*

Unit Description: This unit advances composition techniques for the eighth-grade choir student. Students will create and communicate musical passages through compositions and improvisations.

Enduring Understandings:

- The creative ideas, concepts, and feelings that influence musicians' work emerge from various sources.
- Musicians' creative choices are influenced by their expertise, context, and expressive intent.
- Musicians evaluate and refine their work through openness to new ideas, persistence, and applying appropriate criteria.
- Musicians' presentation of creative work is the culmination of creation and communication.

Essential Questions:

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

Unit 1 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
MU:Cr1A.E.8a	• I can create musical passages based on music explored in class.
MU:Cr2A.E.8a	• I can choose and improve versions of my musical passages, based on music explored in class.
MU:Cr2A.E.8b	• I can create a written or digital recording of my musical passages.
MU:Cr3A.E.8a	• I can improve my musical passages using my knowledge of elements of music. • I can improve my musical phrases based on collaboratively-developed criteria.
MU:Cr3B.E.8a	• I can share my musical passages, rhythmic and melodic, individually or as a group.

priority standards indicated in **bold*

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Unit 2: Performing

Timeframe: *Ongoing throughout the year*

Unit Description: This unit advances performance techniques for the eighth-grade choir student. Students will select, analyze, interpret, and refine a variety of music for performance-based feedback from peers and other sources.

Enduring Understandings:

- Performers' interest in and knowledge of musical works, understanding of their technical skill, and the context for a performance influence the selection of repertoire.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and applying appropriate criteria.
- Musicians judge performance based on criteria that vary across time, place, and culture. The context and how a work is presented influence the audience's response.

Essential Questions:

- How do performers select repertoire?
- How does understanding the structure and context of musical works inform performance?
- How do performers interpret musical works?
- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?
- How does context influence audience response?
- How does how musical work is presented influence audience response?

Unit 2 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
MU:Pr4A.E.8a	• I can choose a variety of music based on the structure, context, and skill level of the individual and ensemble.
MU:Pr4B.E.8a	• I can show how setting and structure contribute to understanding the context of music for performance.
MU:Pr4C.E.8a	• I can apply expression in different kinds of music through my performance.
MU:Pr5A.E.8a	• I can develop strategies to address technical challenges and use feedback from varied sources to improve my performance.
MU:Pr6A.E.8a	• I can perform music of diverse cultures and styles accurately and with expression.

priority standards indicated in **bold*

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[MU:Pr6A.E.8b](#)

- I can show an understanding of the background and meaning of different kinds of music through my performance.

priority standards indicated in **bold*

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Unit 3: Responding

Timeframe: *Ongoing throughout the year*

Unit Description: This unit advances the process of responding to music for eighth-grade choir students. Students will select, interpret, and respond to music based on expression, experience, elements of music, and context.

Enduring Understandings:

- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Questions:

- How do individuals choose music to experience?
- How does understanding the structure and context of music inform a response?
- How do we discern the musical creators' and performers' expressive intent?
- How do we judge the quality of musical work(s) and performance(s)?

Unit 3 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
MURe7A.E.8a	• I can explain the reasons for choosing music based on qualities, interests, and context.
MU:Re7B.E.8a	• I can describe how context and the use of musical elements affect how we react to music.
MU:Re8A.E.8a	• I can use musical elements, context, and lyrics to identify and support the expressive intent and meaning of music.
MU:Re9A.E.8a	• I can explain how my interests, experiences, understanding, and context of the music affect what I think about it.

priority standards indicated in **bold*

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Unit 4: Connecting

Timeframe: *Ongoing throughout the year*

Unit Description: This unit advances the process of making meaningful connections to creating, performing, and responding for eighth-grade choir students. Students will understand how personal interests and skills, in addition to the other arts, other disciplines, and daily life relate to music.

Enduring Understandings:

- Musicians connect their interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.

Essential Questions:

- How do musicians make meaningful connections to creating, performing, and responding?
- How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Unit 4 Standards

STANDARD CODE	STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:
MU:Cn11A.E.8a	• I can recognize how what I like, what I know, and what I can do affects the music I create, respond to, and perform.
MU:Cn10A.E.8a	• I can understand how music connects with other arts, different subjects, different situations, and my daily life.

priority standards indicated in **bold*

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