# 7th Grade Choir CURRICULUM

Board Approved: 3/20/2025

## Course Information

**Middle School**
**Full-year course**

**Course Description:**
This year-long vocal music course for seventh-grade students reinforces students sight-reading, vocal techniques, and ensemble singing. Students will perform a variety of choral compositions of contrasting styles, periods, and cultures. Students will be introduced to music theory, cultural context, and the connections between music, the arts, and real-world applications.

**Transfer Goals:**

- Organize and develop artistic ideas and work.
- Develop and refine artistic work for presentation.
- Convey meaning through the presentation of artistic work.
- Apply criteria to evaluate artistic work.
- 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

# Unit 1: Creating

**Timeframe:** ***Ongoing throughout the year***

| **Unit Description:** This unit reinforces composition techniques for the seventh-grade choir student. Students will create and communicate musical passages through compositions and improvisations. | |
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| **Enduring Understandings:**<br>● The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.<br>● Musicians' creative choices are influenced by their expertise, context, and expressive intent.<br>● Musicians evaluate and refine their work through openness to new ideas, persistence, and applying appropriate criteria.<br>● Musicians' presentation of creative work is the culmination of creation and communication. | **Essential Questions:**<br>● How do musicians generate creative ideas?<br>● How do musicians make creative decisions?<br>● How do musicians improve the quality of their creative work?<br>● When is creative work ready to share? |

| **Unit 1 Standards** | |
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| **STANDARD CODE** | **STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:** |
| **MU:Cr1A.E.5a** | ● **I can create musical phrases based on music explored in class.** |
| MU:Cr2A.E.5a | ● I can choose and improve versions of my musical phrases based on music explored in class. |
| MU:Cr2A.E.5b | ● I can create a written or digital recording of my musical phrase. |
| MU:Cr3A.E.5a | ● I can improve my musical phrases using my knowledge of elements of music.<br>● I can improve my musical phrases based on teacher-guided criteria. |
| MU:Cr3B.E.5a | ● I can share my musical phrases, rhythmic and melodic, individually or as a group. |

# Unit 2: Performing

**Timeframe:** ***Ongoing throughout the year***

| **Unit Description:** This unit reinforces performance techniques for the seventh-grade choir student. Students will select, analyze, interpret, and refine a variety of music for performance-based feedback from peers and other sources. | |
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| **Enduring Understandings:**<br>● Performers' interest in and knowledge of musical works, understanding of their technical skill, and the context for a performance influence the selection of repertoire.<br>● Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.<br>● Performers make interpretive decisions based on their understanding of context and expressive intent.<br>● To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and applying appropriate criteria.<br>● 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:**<br>● How do performers select repertoire?<br>● How does understanding the structure and context of musical works inform performance?<br>● How do performers interpret musical works?<br>● How do musicians improve the quality of their performance?<br>● When is a performance judged ready to present?<br>● How does context influence audience response?<br>● How does the way musical work is presented influence audience response? |

| **Unit 2 Standards** | |
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| **STANDARD CODE** | **STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:** |
| MU:Pr4A.E.5a | ● I can choose a variety of music based on the structure, context, and skill level of the individual or ensemble. |
| MU:Pr4B.E.5a | ● I can show, using music reading skills, how setting and structure inform music for performance. |
| MU:Pr4C.E.5a | ● I can show expression in different kinds of music through my performance. |
| **MU:Pr5A.E.5a** | ● **I can use my thoughts and feedback from others to improve my musical performance with given strategies to address technical challenges.** |
| MU:Pr6A.E.5a | ● I can perform music of diverse cultures or styles accurately and with expression. |

**priority standards indicated in bold*

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| MU:Pr6A.E.5b | • I can show the background and meaning of different kinds of music through my performance. |

# Unit 3: Responding

**Timeframe:** ***Ongoing throughout the year***

| **Unit Description:** This unit reinforces the process of responding to music for seventh-grade choir students. Students will select, interpret, and respond to music based on expression, experience, elements of music, and context. | |
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| **Enduring Understandings:**<br>● Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.<br>● Response to music is informed by analyzing context(social, cultural, and historical) and how creators and performers manipulate the elements of music.<br>● Through their use of elements and structures of music, creators, and performers provide clues to their expressive intent.<br>● The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria. | **Essential Questions:**<br>● How do individuals choose music to experience?<br>● How does understanding the structure and context of music inform a response?<br>● How do we discern the musical creators' and performers' expressive intent?<br>● How do we judge the quality of musical work(s) and performance(s)? |

| **Unit 3 Standards** | |
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| **STANDARD CODE** | **STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:** |
| MURe7A.E.5a | ● **I can understand the reasons for choosing music based on qualities, interests, and context.** |
| MU:Re7B.E.5a | ● I can understand how context and using repetition, similarities, and contrasts affect how we react to music. |
| MU:Re8A.E.5a | ● I can use musical elements, context, and lyrics to identify feelings and messages the music is trying to convey. |
| MU:Re9A.E.5a | ● I can recognize and describe how my interests, experiences, understanding, and context of the music affect what I think about it. |

# Unit 4: Connecting

**Timeframe:** ***Ongoing throughout the year***

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| **Unit Description:** This unit reinforces the process of making meaningful connections to creating, performing, and responding for seventh-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:**<br>● Musicians connect their interests, experiences, ideas, and knowledge to creating, performing, and responding.<br>● Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding. | **Essential Questions:**<br>● How do musicians make meaningful connections to creating, performing, and responding?<br>● How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music? |

| **Unit 4 Standards** | |
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| **STANDARD CODE** | **STUDENTS WILL KNOW, UNDERSTAND, AND BE ABLE TO:** |
| MU:Cn10A.E.5a | ● 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:Cn11A.E.5a** | ● **I can understand how music connects with other arts, different subjects, different situations, and my daily life.** |