



## **Bowie Fine Arts Music/Choir Syllabus and Expectations**

Welcome to Music/Choir! Please read the following information carefully. It is a good idea to keep this paper handy for future reference.

### **Elementary/Choir music syllabus:** kindergarten through 6th grade

This elementary music syllabus outlines a program designed to foster musical understanding, creativity, and performance skills in students from kindergarten through sixth grade.

### **Kindergarten - 2nd grade:** music foundations

This phase focuses on building fundamental musical skills and concepts through active engagement and exploration.

- Musical Concepts: Introduce basic elements of music, including beat, rhythm, melody, tempo, and dynamics.
- Singing and Movement: Engage in singing games, action songs, and movement activities to develop a sense of rhythm and pitch.
- Instrument Exploration: Introduce classroom instruments and body percussion to explore different timbres and create simple rhythmic patterns.
- Creative Expression: Encourage students to improvise and create their music using voices, instruments, and movement.
- Cultural Awareness: Introduce songs and musical traditions from diverse cultures.



### **3rd grade:** fine arts exploration

Students in 3rd grade will delve into a broader range of fine arts disciplines, rotating through different classes such as choir, dance, visual arts, drama, and piano. This allows for a deeper exploration of each art form and its unique elements and skills.

- Choir: Continue building on music concepts, potentially introducing basic notation, musical forms, and composing in simple and compound meters.
- Dance: Introduce basic dance elements like alignment, balance, and locomotor movements.
- Visual Arts: Explore various art-making techniques like drawing, painting, and sculpting, while also discussing art history and appreciation.
- Drama/Theater Arts: Introduce basic acting techniques, storytelling through movement and voice, and explore elements of theater production.
- Piano: Learning basic piano skills, including identifying notes, reading simple melodies, and developing finger dexterity.

### **4th - 6th grade:** choir

In this stage, students will focus on developing vocal technique, musicianship, and performance skills within a choral setting.

- Vocal Technique: Focus on breath control, posture, tone production, and intonation.
- Music Literacy: Introduce or reinforce music reading skills, including sight-reading and understanding musical notation (treble clef, rhythms, key signatures).



- Repertoire: Explore a diverse range of choral music, including different styles, languages, and historical periods.
- Performance: Prepare and perform in concerts and other musical events, demonstrating appropriate ensemble techniques.
- Evaluation and Self-Reflection: Encourage students to evaluate their performances and provide constructive feedback to peers.

### **Classroom Expectations**

- Be Safe
- Be Cooperative
- Be Responsible
- Be Kind

### **Curriculum and TEKS**

This semester, we will demonstrate mastery of the following state standards: (5th grade example).

In music/choir class, students will build skills aligned with the Texas Essential Knowledge and Skills (TEKS) for Art. These objectives are organized into four key strands and follow the Texas Administrative Code §117.114 (Grade 6 example):

(3) Creative expression. The student performs a varied repertoire of developmentally appropriate music in informal or formal settings. The student is expected to:

§117.A. Elementary Page 26 August 2019 Update

(A) sing and playing classroom instruments independently or in groups with accurate intonation and rhythm;



(B) sing or playing a varied repertoire of music such as American folk songs, patriotic music, and folk songs representative of local and world cultures independently or in groups;

(C) move alone and with others to a varied repertoire of music using gross motor, fine motor, locomotor, and non-locomotor skills and integrated movement such as hands and feet moving together;

(D) perform various folk dances and play parties;

(E) perform simple two-part music, including rhythmic and melodic ostinati, rounds, partner songs, and counter melodies; and

(F) interpret through performance new and previously learned music symbols and terms referring to tempo, including accelerando and ritardando; dynamics; articulation; and meter, including simple and compound.

### **Consequences**

Your teachers work hard to create a safe learning environment for all students. We have so much to learn this year. In order to keep the class running efficiently, we expect you to follow our class guidelines and stay with the lesson at all times. If you struggle to remain on task, the following outlines how we handle disruptions or off-task behaviors.

- 1st offense: The teacher will remind you of the expectations
- 2nd offense: redirected, teacher-student conversation, and possibly removed from the situation
- 3rd offense: parent contact + lunch detention
- 4th offense: office referral

\*Extreme behaviors such as violence and physical fighting will result in automatic office referral and parent contact with no warning.

### **Homework**

Students will not be given homework assignments in music/choir, but are welcome to practice music at home.



## **Grading Procedures**

### Kindergarten

- Students are graded based on participation scale and skills checks. One grade will be given after consideration from all 5 Fine Arts teachers.

### 1st-2nd

- Grades will be based on a participation scale, with an emphasis on the skills practiced and learned in class. Each Fine Arts class will issue one grade per six-week grading period.

### 3rd

- Grades will be given by the assigned fine arts teacher for that grading period's rotation

### 4th-6th

- Minor Grades 40% (skills checks, daily assignments)
- Major Grades 60% (performances and projects)  
\*\*Grades will be given once a week and could include testing on a skill learned in class or a check for progress for performance.\*\*

## **Daily Supplies**

Students will be provided with a black binder, pencil pouch, highlighter, pencil, and musical repertoire. Students may bring their supplies if they would like to personalize them.

## **Class Dojo - Parents**

We use Class Dojo as our school-wide and grade-level communication tool. We send mass messages frequently. It is important that you have the app, are connected, and notifications turned on so that you do not miss important information.



## **Content Objectives**

Choir content objectives focus on what the choir aims to achieve musically, individually, and as an ensemble. These objectives guide rehearsals, repertoire selection, and overall development of the choir. Here are some key categories of choir content objectives:

### 1. Vocal skills and development

- **Breath management:** Choir members should demonstrate proper breath support and breath control, allowing them to sustain notes and phrases effectively.
- **Tone quality:** Developing a clear, resonant, and consistent tone quality that blends with the ensemble is crucial.
- **Intonation:** Singers should be able to sing with accurate melodic intonation, ensuring the choir sings in tune.
- **Diction and articulation:** Clear articulation and enunciation of lyrics, ensuring the message of the music is conveyed effectively, is important.
- **Vowel formation:** Choir members should be able to produce pure, open vowels that unify the sound of the choir.
- **Vocal range and flexibility:** Exploring and expanding vocal range, along with developing vocal flexibility and agility, enhances performance versatility.

### 2. Musical literacy and aural skills

- **Music reading:** Students should develop the ability to read and interpret musical notation, including pitches, rhythms, and other markings.
- **Rhythm and precision:** Choir members should be able to maintain a steady beat and perform rhythmic passages accurately.



- Sight-singing: Developing the ability to sing music at first sight without prior rehearsal is an essential skill.
- Aural skills: Students should develop their listening skills to analyze, identify, and replicate musical elements such as intervals, harmonies, and melodies.
- Musical terminology: Understanding and using appropriate musical terminology is essential for effective communication and learning.
- Music theory: Understanding the basics of music theory, including rhythm, harmony, form, and expressive devices, enhances musical understanding and performance.

### 3. Ensemble skills

- Blend and balance: Choir members should listen to each other and adjust their tone, volume, and timbre to achieve a unified, balanced sound.
- Part independence: Developing the ability to sing a given vocal part independently, securely, and uniformly, even within multi-part music, is crucial.
- Following the conductor: Choir members should respond effectively to the conductor's expressive gestures and cues, maintaining proper tempo, balance, blend, and style.
- Expressive singing: Choir members should be able to convey the emotional content and musicality of the pieces through dynamics, phrasing, and expression.
- Rehearsal and performance etiquette: Students should demonstrate appropriate rehearsal and concert behavior, part preparation, and responsibility to the ensemble.

### 4. Performance and stage presence

- Performance confidence: Building self-assurance and poise when performing in front of an audience is important.



- Stage presence: Singers should learn to engage and connect with the audience through eye contact, facial expressions, and confident posture.
- Musical interpretation: Understanding the style, historical context, and emotional nuances of the music allows for a more authentic and compelling performance.
- Concert etiquette: Demonstrating appropriate behavior and decorum during performances is a key aspect of professionalism.

## 5. Appreciation and understanding of music

- Music appreciation: Developing a love and appreciation for music and its influence in society and culture is an important objective.
- Exposure to diverse repertoire: Choirs should explore a wide range of genres, styles, and periods within choral literature, including both Western and global music traditions.
- Historical and cultural context: Understanding the historical and cultural significance of the music performed enriches the experience and deepens appreciation.

These objectives are interconnected and contribute to the holistic development of choir members as musicians and individuals. The specific emphasis on each objective may vary depending on the choir's level, goals, and director's approach.

### **After School Rehearsals**

After-school rehearsals will be required to prepare for the concert performances. Students will be required to attend 4 after-school rehearsals per performance. Additional rehearsals may be scheduled as needed. After-school rehearsal details will be sent out on ClassDojo during the school year.



## **Performances**

All classes will be required to participate in their class performance as part of our Fine Arts contract. Students are graded on attendance at each of their scheduled performances. An absence for performance will result in an alternative assignment to be completed one week following the performance missed.

## **25-26 Bowie Choir Event Dates:**

### **Fall -**

Thursday, October 16th - Fall Concert at 5:30 pm

Tuesday, November 10th, 11th - Veterans Day (Time TBA)  
- 2 shows

November 14th - Veterans Day Tour (4th/5th grade)

Thursday, December 4th - Holiday Concert at 5:30 pm

Friday, December 12 - Holiday Tour (6th grade Choir/Orchestra)

### **Spring -**

Thursday, February 26th - Variety Show at 5:30 pm

Choir Festival - TBA

Thursday, May 14th - Spring Concert at 5:30 pm

## **PTA Dates:**

3rd - Thursday, October 2nd at 5:30pm

2nd - Monday, December 15th at 5:30pm

1st - Tuesday, March 3rd at 5:30pm

Kindergarten - Tuesday, April 14th at 5:30 pm