7th Grade Choir

Course Overview:
The 7th Grade Choir classes provides instruction in creating, performing, responding to, and analyzing music with a specific focus on the development of singing skills age appropriate for students ages 12-13. In addition, students will connect these skills to form a lifelong appreciation and understanding of music.

Vocabulary:
"A" Section, Articulation, Ascending, "B" Section, Body Percussion, Breath Marks, Bridge, Canon, Chorus, Composition, Contrasting Sounds, Crescendo, Curwen Hand Signs, Decrescendo, Descending, Diminuendo, Do, Dynamic Markings, Expression, F, FF, Half and Whole Notes/Rests, Improvise, MF, MP, Major Scales, Melodies, Melody, P, PP, Partner Song, Phrase Markings, Pitch, Quarter, Round, Rhythmic Ideas, Rhythmic Passages, Slurs, Small Ensemble, Solfege, Standard Notation, Stepwise Motion, Syncopated Rhythms, Tempo, Text, Ties, Time Signatures, Tonic, Two-part Harmony, Unison, Verse, 8 Bar Original.

CREATING
Anchor Standard 1: Generate and conceptualize artistic ideas and work.

- Generate musical ideas for various purposes and contexts.
- **Enduring Understanding:** The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- **Essential Question(s):** How do musicians generate creative ideas?

MU:Cr1.1.E.8a Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

- Students improvise simple melodies based on a given musical style, characteristic, or text.
    - I can improvise simple rhythmic ideas vocally, using instruments, body percussion, or with movement.
- Students improvise simple rhythmic passages based on characteristics of music or texts studied in rehearsal.
    - I can improvise simple melodic ideas vocally, using instruments, body percussion, or with movement.

Anchor Standard 2: Organize and develop artistic ideas and work.

- Select and develop musical ideas for defined purposes and contexts.
- **Enduring Understanding:** Musicians' creative choices are influenced by their expertise, context and expressive intent.
- **Essential Question:** How do musicians make creative decisions?

MU:Cr2.1.E.8a Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.

- Students will identify musical ideas within an 8-measure phrase given to them by the instructor.

- I can identify dynamic markings (crescendo, decrescendo, diminuendo, ff, f, mf, mp, and p).
- I can identify phrase markings (breath marks, slurs, ties).
- I can identify text within the 8-measure phrase.

MU:Cr2.1.E.8b Preserve draft compositions and improvisations through standard notation and audio recording.

- Students will create 8 bar compositions using quarter, half, and whole notes/rests in stepwise motion using standard notation beginning and ending on the tonic or "do."
  - I can identify and demonstrate quarter, half, and whole notes/rests.
  - I can identify and demonstrate stepwise motion.
  - I can identify the tonic or "do."

Anchor Standard 3: Refine and complete artistic work.

- Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria.
- **Enduring Understanding:** Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their creative work?

MU:Cr3.1.E.8a Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria.

- Students will create and refine 8 bar compositions through standard notation.
  - I can identify and demonstrate standard notation.
  - I can identify and demonstrate dynamic markings.
  - I can identify and demonstrate phrase markings.
  - I can add or subtract dynamic and phrase markings to create contrasting sounds.

- Share creative musical work that conveys intent, demonstrates craftsmanship, and exhibits originality.
- **Enduring Understanding:** Musicians' presentation of creative work is the culmination of a process of creation and communication.
- **Enduring Question:** When is creative work ready to share?

MU:Cr3.2.E.8a Share personally-developed melodies and rhythmic passages - individually or as an ensemble - that demonstrate understanding of characteristics of music or texts studied in rehearsal.

- Students will perform original 8 bar compositions using standard notation vocally, using instruments, body percussion, or with movement.
  - I can create an 8 bar original composition using standard notation, dynamic markings, and phrase markings.
  - I can perform an 8 bar original composition alone or in a small ensemble of up to five performers.

PERFORMING

Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.

- Select varied musical works to present based on interest, knowledge, technical skill, and context.
- **Enduring Understanding:** Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.
- **Essential Question:** How do performers select repertoire?

MU:Pr4.1.E.8a Select a varied repertoire to study based on music reading skills (where appropriate) an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.

- Students rehearse and perform music in unison and two parts.
    - I can sing a melody in unison with the choir.
    - I can sing and hold my part in a canon or partner song.
    - I can sing and hold my part in two-part harmony.

- Analyze the structure and context of varied musical works and their implications for performance.
- **Enduring Understanding:** Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- **Essential Question:** How does understanding the structure and context of musical works inform performance?

MU:Pr4.2.E.8a Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

- Students can sight sing a stepwise, eight-measure melody in unison, beginning and ending on "do," using Curwen hand signs.
    - I can sing a major scale, ascending and descending, using solfege and Curwen hand signs.
    - I can sing a short melody using solfege, where the solfege syllables are notated below each note.
    - I can sing a short melody using solfege, where the solfege syllables are NOT notated below each note.
    - I can sight sing a stepwise, eight-measure melody in unison, beginning on "do."
- Students read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4 or C, 6/8, and cut time.
    - I can identify the names of the above notes.
    - I can clap rhythmic passages containing the above notes in 2/4 and 4/4.
    - I can identify and explain the above time signatures.
- Students will define and identify standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.
    - I can define and identify the above vocabulary and/or symbols.
    - I can demonstrate the above vocabulary and/or symbols in my music making.

- Develop personal interpretations that consider creators' intent.

- **Enduring Understanding:** Performers make interpretive decisions based on their understanding of context and expressive intent.
- **Essential Question:** How do performers interpret musical works?

MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

- Students will identify and perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can identify expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
    - I can accurately perform expressive elements in a piece, including dynamics, articulation, tempo and phrasing.
- Students will understand the text of a given piece, and apply appropriate dynamics, articulation and phrasing to that text.
    - I can read and understand the meaning of the text.
    - I can identify keywords in the text.

Anchor Standard 5: Develop and refine artistic techniques and work for presentation.

- Evaluate and refine personal and ensemble performances, individually or in collaboration with others.
- **Enduring Understanding:** To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.
- **Essential Question:** How do musicians improve the quality of their performance?

MU:Pr5.1.E.8a Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- Students will use feedback to refine performances of music.
    - I can identify aspects of my performance that were successful.
    - I can identify aspects of my performance that were a challenge.
    - I can identify means to improve the aspects of my performance that were a challenge.

Anchor Standard 6: Convey meaning through the presentation of artistic work.

- Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.
- **Enduring Understanding:** Musicians judge performance based on criteria that vary across time, place, and cultures.
- **Essential Question:** When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

MU:Pr6.1.E.8a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

- Students will demonstrate attention to accuracy and expressive qualities in music representing diverse cultures and styles.
    - I can identify expressive qualities in music (dynamics and phrase markings).
    - I can identify correct and incorrect pitches in a performance.
    - I can identify syncopated rhythms found in music from diverse cultures and styles.

MU:Pr6.1.E.8b Demonstrate an understanding of the context of the music through prepared and improvised performances.

- Students will demonstrate an awareness of the context of the music through varied techniques.
    - I can identify keywords in the text of a piece.
    - I can describe how keywords in the text affect the feeling or mood of the piece.

RESPONDING

Anchor Standard 7: Perceive and analyze artistic work.

- Choose music appropriate for specific purposes or contexts.
- **Enduring Understanding:** Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- **Essential Question:** How do individuals choose music to experience?

MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

- Students will recognize reasons for selecting music based on a variety of characteristics.
    - I can recognize and select music that expresses happiness or joy through sound or text.
    - I can recognize and select music that expresses sadness through sound or text.
    - I can recognize and select music that utilizes tempo to create purpose and context.

- Analyze how the structure and context of varied musical works inform the response.
- **Enduring Understanding:** Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- **Essential Question:** How does understanding the structure and context of music inform a response?

MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated inform the response to music.

- Students will identify structural segments of a piece of music.
    - I can identify the chorus of a piece of music.
    - I can identify the verse of a piece of music.
    - I can identify the bridge of a piece of music.
    - I can identify the "A" section of a piece of music.
    - I can identify the "B" section of a piece of music.
    - I can identify a partner song.

- I can identify a canon or round.

Anchor Standard 8: Interpret intent and meaning in artistic work.

- Support an interpretation of musical work that reflects creators'/performers' expressive intent.
- **Enduring Understanding:** Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- **Essential Question:** How do we discern the musical creators' and performers' expressive intent?

MU:Re8.1.E.8a Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

- Students will describe music events, using appropriate terminology.
  - I can identify expressive qualities in music (dynamics and phrase markings).
  - I can identify keywords in the text that lead to meaning.
  - I can identify the form of a piece of music.

Anchor Standard 9: Apply criteria to evaluate artistic work.

- Support personal evaluation of musical works and performance(s) based on analysis, interpretation, and established criteria.
- **Enduring Understanding:** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- **Essential Question:** How do we judge the quality of musical work(s) and performance(s)?

MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.

- Students will develop criteria for evaluating the quality and effectiveness of music performances and compositions.
  - I can identify the differences between two performances of the same piece.
  - I can evaluate a live performance.
  - I can evaluate a recorded performance.
  - I can use technology to evaluate a performance.

CONNECTING

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.

- Synthesize and relate knowledge and personal experiences to make music.
- **Enduring Understanding:** Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- **Essential Question:** How do musicians make meaningful connections to creating, performing, and responding?

MU:Cn10.0.E.8a Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

- Students will make connections between learned skills and creating and performing music.
    - I can demonstrate interest when creating music.
    - I can demonstrate knowledge when creating music.
    - I can demonstrate skills when creating music.
    - I can demonstrate interest when performing music.
    - I can demonstrate knowledge when performing music.
    - I can demonstrate skills when performing music.
    - I can demonstrate interest when responding to music.
    - I can demonstrate knowledge when responding to music.
    - I can demonstrate skills when responding to music.

Anchor Standard 11: Relate artistic ideas and work with societal, cultural, and historical context to deepen understanding.

- Relate musical ideas and works with varied context to deepen understanding.
- **Enduring Understanding:** Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- **Essential Question:** How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

- Students will describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with those of music (e.g., language arts: issues to be considered in setting texts to music; mathematics: frequency ratios of intervals; sciences: the human hearing process and hazards to hearing; social studies: historical and social events and movements chronicled in or influenced by musical works.
    - I can demonstrate the relationship between music and self-expression.
    - I can demonstrate the relationship between music and other art forms.