8th Grade Choir

Course Overview:
The 8th Grade Choir class 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 13-14. In addition, students will connect these skills to form a lifelong appreciation/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.Ia Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal.

    - I can describe characteristics of music from given historical styles.
    - I can compose rhythmic passages in a given historical style.
    - I can compose melodies in a given historical style.
    - I can compose arrangements in a given historical style.
- 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, in a given historical style.

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.Ia Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal.

- Students will identify musical ideas within (2) 8 measure phrases 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 (2) 8-measure phrases.

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

- I can preserve draft compositions and improvisations through audio recording.
- I can preserve draft compositions and improvisations through standard notation.

- Students will create 16 bar compositions using eighth, quarter, half, whole and dotted notes/rests in stepwise motion using standard notation beginning on the tonic or "do" and ending on "mi" or "sol".
    - I can identify and demonstrate eighth, quarter, half, whole, and dotted notes/rests.
    - I can identify and demonstrate stepwise motion.
    - I can identify the tonic or "do."
    - I can identify "mi" and "sol" as it relates to 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.Ia Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

- Students will create and refine 16 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.
- **Essential Question:** When is creative work ready to share?

MU:Cr3.2.E.Ia Share personally-developed melodies, rhythmic passages, and arrangements - individually or as an ensemble - that address identified purposes.

- Students will perform original 16 bar compositions using standard notation vocally, using instruments, body percussion, or with movement.

- I can create a 16 bar original composition using standard notation, dynamic markings, and phrase markings.
- I can perform a 16 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.Ia Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

- Students rehearse and perform music in unison, two, and three parts.
  - I can sing a melody in unison with the choir.
  - I can sing and hold my part in a two-part canon or partner song.
  - I can sing and hold my part in two-part harmony.
  - I can sing and hold my part in a three-part canon.
  - I can sing and hold my part in three-part harmony.
- Students can sight sing a stepwise, eight-measure melody in unison, beginning on "do" and ending on "do/re/mi," 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 and two parts, beginning and ending on "do."
  - I can sight sing a stepwise, eight-measure melody in unison and two parts, beginning on "do" and ending on "do/re/mi."
- Students demonstrate the ability to read an instrumental or vocal score of up to four staves by describing how the elements of music are used.
  - I can identify and utilize traditional and non-traditional notation, including the treble and bass clef, absolute pitch names of the grand staff, and the use of sharps, flats and naturals.
  - I can recognize, learn and sing solfeggio with attention drawn to accurate intonation.
  - I can identify and demonstrate use of musical terminology in the areas of tempo, dynamics, and style.

- 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.Ia Demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

- Students read quarter, half, whole, eighth, sixteenth, dotted half, dotted quarter notes and rests in 2/4, 3/4, 4/4, or C, 5/4, 6/8, 3/8 and cut time.
    - I can identify the names of the above notes.
    - I can clap rhythmic passages containing the above notes in 2/4, 3/4, 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.
- Students demonstrate, using music-reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
    - I can identify and describe compositional devices employed in a piece.
    - I can identify and describe theoretical and structural aspects of musical works.
    - I can demonstrate how theoretical and structural aspects impact and inform prepared and improvised performances.

- 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.Ia Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

- 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.
- I can read and understand the meaning of the text.
- I can identify the compositional choices connecting words and music within the piece.

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.Ia Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.

- I can identify expressive challenges in a varied repertoire of music.
- I can develop strategies to address expressive challenges in a varied repertoire of music.
- I can evaluate the success of my strategies to address expressive challenges in a varied repertoire of music using feedback from ensemble peers and other sources.
- I can use evaluation and feedback to refine my performances.

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.Ia Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

- I can identify and describe characteristics of music representing diverse cultures, styles and genres.
- I can demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.
- I can demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles and genres.

MU:Pr6.1.E.Ib Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.

- I can identify and describe expressive intent in a piece of music.
- I can demonstrate expressive intent in a piece when performing.
- I can communicate expressive intent to an audience through my performance.

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.Ia Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context.

- I can select appropriate solo repertoire for myself, using given criteria and guidelines.
- With my performing peers, I can select appropriate ensemble repertoire for us, using given criteria and guidelines.
- I can cite characteristics in the music, which support my choosing this repertoire for myself and/or my ensemble.
- I can describe my personal interests in this piece.
- I can describe the purpose of studying/performing this piece.

- 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.Ia Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.

- I can describe and identify the elements of music in a piece.
- I can describe how the elements of music inform performance decisions.
- I can analyze phrases, form, and passages of music.
- I can describe how the phrases, form, and passages of music inform performance decisions.

- 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.

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.Ia Explain and support interpretations of the expressive intent and meaning of

musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.

- I can identify and describe expressive elements such as dynamics, articulations and tempos.
- I can apply my knowledge of dynamics, articulations and tempos when performing.

- 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.
- Students identify characteristics of the piece's historical period/ style/ culture and apply those characteristics when performing.
  - I can identify characteristics of the piece's historical period/ style/ culture.
  - I can apply my knowledge of the characteristics of the piece's historical period/ style/ culture when performing.
- Students understand the text of a piece, and apply that knowledge to performance.
  - I can read and interpret the meaning of the text of a piece.
  - I can relate phrases in the text to phrases in the music.
  - I can identify word painting/symbolism in 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.Ia Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.

- Students evolve specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their personal participation in music.
  - I can create criteria to use in evaluating the quality and effectiveness of my own performances.
  - I can create criteria to use in evaluating the quality and effectiveness of others' performances.
  - I can create criteria to use in evaluating the quality and effectiveness of compositions, arrangements, and improvisations.
  - I can apply the criteria in my personal participation in music.

- Students evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.
    - I can evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.

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.Ia 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 works 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.Ia 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.