

Northern York County School District

Curriculum Overview

Course: NMS Chorus	
Grade Level: 6-8th Grade	
Approval Date:	Length of Time: 60 days
Course Description: Chorus is designed to introduce students to the fundamentals of vocal music and choral singing. Through engaging activities and a diverse repertoire, students will develop vocal techniques, music literacy skills, and an appreciation for the art of singing. The class emphasizes both individual growth and collaborative learning, fostering confidence, teamwork, and an understanding of the impact of music on individuals and communities.	
Course Objectives: Students will: <ul style="list-style-type: none">Analyze how posture, embouchure, and breath influence healthy singing and will apply this understanding by demonstrating a personalized vocal technique that supports vocal healthExplain how balance and blend contribute to a cohesive choral sound and will apply this knowledge by adjusting their part to enhance ensemble unity during rehearsalsInterpret note values and staff notation and apply this knowledge by accurately performing short rhythmic and melodic exercisesAnalyze a choral octavo to identify key musical elements, structure, and markings, and will apply this understanding during rehearsal to perform the music accuratelyIdentify, explain, and apply the elements of music—including rhythm, melody, harmony, dynamics, tempo, and form—in both listening and performance activitiesEvaluate their own tone production, diction, and pitch accuracy and apply strategies to improve these aspects in rehearsal and performanceSynthesize their vocal, technical, and ensemble skills to perform choral selections with expressive interpretation, accuracy, and appropriate stage presenceExplore diverse music styles: various cultures, languages, and genres.	
Related Standards: National Standards for Musical Ensembles <ul style="list-style-type: none">MU:Pr4.1.E.1a 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 performanceMU:Pr4.2.E.1a 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.MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.MU:Pr5.3.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.MU:Pr6.1.E.1a 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.	

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

Pennsylvania Standards for the Arts and Humanities

- **Standard - 9.1.8.A** Know and use the elements and principles of music to create works in the arts and humanities (duration • intensity • pitch • timbre; composition • form • genre • harmony • rhythm • texture)
- **Standard - 9.1.8.B** Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts. (sing • play an instrument • read and notate music • compose and arrange •improvise)
- **Standard - 9.1.8.C** Identify and use comprehensive vocabulary within each of the arts forms.
- **Standard - 9.1.8.E** Communicate a unifying theme or point of view through the production of works in the arts.
- **Standard - 9.1.8.G** Explain the function and benefits of rehearsal and practice sessions.
- **Standard - 9.2.8.A** Explain the historical, cultural and social context of an individual work in the arts.
- **Standard - 9.2.8.D** Analyze a work of art from its historical and cultural perspective.
- **Standard - 9.2.8.G** Relate works in the arts to geographic regions
- **Standard - 9.3.8.F** Apply the process of criticism to identify characteristics among works in the arts.

Units:

- Introduction to healthy singing
- How to read a choral octavo
- Staff Reading
- Note Values and Rhythm reading
- Performance Preparation

Concepts:

- **Vocal Production and Technique:** Breath support, posture, tone quality, diction, vocal modification, vocal registers and vocal health
- **Music Literacy and Theory:** Note reading, Rhythm, melody, harmony, dynamics, tempo, key signatures and form
- **Choral Performance:** Ensemble singing, following a conductor, part singing, expressive performance and stage presence
- **Music History and Appreciation:** Diverse styles and genres, choral traditions and active listening.
- **Collaboration and Teamwork:** Importance of individual voice, working together, responsibility, leadership and peer support.

Competencies:

Students will be able to:

- Analyze how posture supports healthy singing and demonstrates proper alignment during rehearsal.
- Apply correct breathing techniques to sustain healthy vocal production.
- Produce and evaluate a clear, resonant, and healthy vocal tone.
- Demonstrate and explain correct vowel formation and diction to achieve clarity in ensemble singing.
- Understand and navigate different vocal registers (head, chest, mixed voice) and apply them appropriately.
- Apply healthy vocal habits and explain strategies for vocal care.
- Demonstrate and assess accurate intonation individually and within the ensemble.

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| | <ul style="list-style-type: none">• Identify and interpret basic music notation symbols and structures.• Read and perform rhythmic patterns while understanding time signatures.• Understand and apply dynamic markings in performance.• Understand and apply tempo changes in rehearsal and performance.• Sight-sing simple melodies using solfege.• Analyze intervals and scales and apply them in performance contexts.• Blend voices with other singers to create a cohesive choral sound.• Maintain and adjust the tempo and rhythm within the ensemble.• Follow and respond accurately to the conductor's cues.• Sing their part accurately while integrating harmonies from other sections.• Demonstrate expressive singing through dynamics, phrasing, and interpretation.• Exhibit concert etiquette and effective stage presence.• Memorize and perform choral selections with accuracy and expression.• Listen critically to choral performances and evaluate both individual and group performance.• Make informed musical decisions related to interpretation and expression.• Work effectively and respectfully with diverse team members.• Collaborate with peers to achieve shared musical goals.• Take responsibility for their contribution to the ensemble.• Demonstrate positive rehearsal etiquette consistently.• Contribute to a positive, productive rehearsal environment. |
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Learning Activities:

- **Vocal Warm-Ups and Technique Drills**
 - Daily exercises to develop breath support, vocal range, tone quality, diction, and flexibility.
- **Sight-Reading Practice**
 - Activities using solfège, rhythm syllables, and pitch exercises to build music reading skills.
- **Rehearsing Choral Repertoire**
 - Learning and refining music selections for concerts, with a focus on pitch accuracy, blend, balance, expression, and interpretation.
- **Sectionals and Small Group Work**
 - Breakout rehearsals by voice part or small ensemble to build confidence and independence in part-singing.
- **Listening Activities**
 - Guided listening to professional performances, followed by discussion and musical elements and stylistic features.
- **Music Theory Lessons and Games**
 - Interactive lessons on reading notation, understanding time signatures, rhythms, and harmony—often incorporated into daily rehearsal or through engaging activities.
- **Peer and Self-Evaluation**
 - Structured opportunities to reflect on individual and ensemble performance, using musical vocabulary and criteria.
- **Concert Preparation and Dress Rehearsals**
 - Simulating performance conditions and refining musical and stage elements in preparation for public concerts.
- **Discussion of Music History and Cultural Context**
 - Exploring the background of composers, genres, and pieces being studied and performed.

Performance Tasks:

- Individual Voice Check-ins
- Concert Performance
- Performance Reflection
- Choral Octavo "Find-it"
- Sight-singing

Other Assessment Measures:

- Self-Reflection
- Teacher Observation
- Schoology Assessments
- Edpuzzles

Textbook/Primary Resource:

- Choral Octavos newly purchased
- Choral Octavos from library

Supplemental Resource Materials:

- S-cubed
- Conversational Solfege Teacher Edition by John Feierabend
- Sing on Sight 6-7-8 by Audrey Snyder
- Choir Builders by Rollo Dilworth
- 150 Rounds for Singing and Teaching by Edward Bolkavec and Judith Johnson
- Choir Builders for Growing Choirs 2 by Rollo Dilworth