

Course Title:	Chorus
Grade(s):	8

Course Description
How do musicians prepare for performances? What skills are required to accurately perform vocal music? How do musicians improve the quality of their performance? Musicians prepare for performances by methodically rehearsing, evaluating and refining technical skills over time through planned practice, feedback, reflection and collaboration.
Approved Curricular Materials/Textbook(s)

Unit Title	Unit Description (Include Unit Objectives)	Unit Pacing
Unit 1: Singing, alone and with others, a varied repertoire of music	Students will: a. Sing independently, demonstrating appropriate posture, breath control, intonation and tone. b. Demonstrate correct choral vowels and consonants appropriate to literature performed. c. Demonstrate part independence within the ensemble in the context of 4-5 part music (harmony and counterpoint). d. Perform melodies and rhythms accurately at a steady tempo. e. Perform music expressively, using appropriate phrasing, articulation, and dynamics.	August through June

	f. Identify and respond to basic conducting beats and gestures including: preparatory beats, releases, tempo changes, entrance cues, dynamics, and other expressive gestures. g. Perform music of a variety of styles and cultures. h. Perform utilizing appropriate balance, blend, and timbre to achieve a refined ensemble sound. i. Perform music in a variety of meters including 4/4, 2/4, 3/4, 2/2, and 6/8. j. Demonstrate appropriate care of the voice.	
Unit 2: Reading and notating music	Students will: a. Read and be able to perform the following note values and corresponding rests: whole, half, quarter, eighth, dotted half, dotted quarter, dotted eighth, eighth note and quarter note triplets, and sixteenth notes in the following meters: 4/4, 2/4, 3/4, 2/2, 3/8, and 6/8. b. Identify and describe time signatures by the number of beats per measure and the unit of beat including: 4/4, 2/4, 3/4, 2/2, 3/8, and 6/8. c. Interpret and count grade level appropriate rhythms orally using the numerical counting system. Use syllabic counting systems in conjunction with numbers when appropriate. d. Identify the symbols for #, b, and natural. e. Identify and perform the following: dynamic markings (ppp-fff, subito piano, and crescendo, molto crescendo, decrescendo and diminuendo). f. Identify the articulation markings: accent, legato, staccato, marcato, and tenuto.	August through June

	g. Interpret and perform given tempo markings and alterations as notated in appropriate music selections including allegro, moderato, presto, grave, and rallentando. h. Identify, interpret and perform directions given in the music including: fermatas, repeats, 1st and 2nd endings, D.C. and D.S. indications, codas, and multiple measure rests. i. Sight-read grade level melodies in the appropriate voice range and clef.	
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