PLANNED INSTRUCTION

A PLANNED COURSE FOR:

6th Grade Chorus

Curriculum Writing Committee:

Richard Horst

Grade Level: 6

Date of Board Approval: _____

Course Weighting: Chorus 6

Categories	Percent
Daily Performance & Participation	50%
Classwork & Homework	25%
Performance	25%

Curriculum Map

Overview:
Students will be able to sing a variety of traditional, contemporary, and world music choral literature. Throughout the year students will be able to increase the quality of their tone production through healthy vocal techniques, and be able to sing in two to three parts consistently and accurately. The students will be able to increase their aural skills to identify and sing intervals and echo patterns of a major scale. The students will also build upon their knowledge of music theory, helping them to be able to identify and perform all dynamic levels, and increase their understanding of rhythm. Students will increase their musical literacy through sight-singing. Students will learn to analyze their work and that of others to improve their own performance.
This course is offered as a semester and/or full year curriculum. All units are considered ongoing because content of the units is addressed daily.

Goals:

- All goals are ongoing and will be addressed throughout the academic year.
    - Students will be able to:
        - Improve Vocal Technique.
        - Improve Sound Production.
        - Increase tone and sound quality.
        - Apply these skills to choral repertoire.
        - Sing parts independently.
        - Identify the relationship of part singing to the major scale.
        - Respond to various dynamics markings.
        - Respond to various tempo markings.
        - Read rhythms in the context of repertoire in the written score.
        - Sing harmony within the context of pre-existing knowledge of singing and theoretical knowledge.
        - Exhibit independence while executing their pre-existing knowledge of sound production, aural skills, and theoretical knowledge.

Big Ideas:

- Increase the quality of tone production.
- Sing with Independence.
- Echo patterns.
- Identifying and performing intervals.
- Demonstrate various dynamics.
- Perform various rhythms.
- Exemplify growth in Music Literacy.
- Prepare for a great performance.
- Know and understand the culture and intent of work to be performed.

Textbook and Supplemental Resources:

The Sight Singer, Vol. 1, Alfred, 1993, ISBN #: 13:978-0-7692-1989-9
Recorded samples of singing found at www.youtube.com
Websites: www.youtube.com, www.teoria.com, and www.musictheory.net
Worksheets, repertoire, sight-singing books.
Scales, tonal patterns and melodic patterns, simple songs, choral repertoire.
Recordings, Repertoire, Video examples

Curriculum Plan

Unit 1: Vocal Production

- **PA Department of Education Academic Standards for the Arts and Humanities:**
  - 9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
    - Elements:
      - Duration intensity
      - Pitch
      - Timbre
    - Principles:
      - Composition
      - Form
      - Genre
      - Harmony
      - Rhythm
      - Texture

- 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
  - Arrange
  - Improvise
- 9.1.8.G: Recognize, identify, explain and analyze the function of rehearsals and practice sessions.

- 9.1.8.H: Incorporate the effective and safe use of materials, equipment and tools into the production of works in the arts at work and performance spaces.
  - Evaluate the use and applications of materials.
  - Evaluate issues of cleanliness related to the arts.
  - Evaluate the use and applications of mechanical/electrical equipment.
  - Evaluate differences among selected physical space/environment.
  - Evaluate the use and applications of safe props/stage equipment.
  - Evaluate the use and apply safe methods for storing materials in the arts.
- 9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
- 9.3.8.A: Know and use the critical process of the examination of works in the arts and humanities.
  - Compare and contrast
  - Analyze
  - Interpret
  - Form and test hypotheses
  - Evaluate/form judgments
- 9.3.8.F: Apply the process of criticism to identify characteristics among works in the arts.

- **National Core Arts Anchors:**
  - MU:Pr4.1.E.8a: Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
  - MU:Pr4.2.E.5a: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance
  - MU:Pr5.3.E.8a: Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform
  - MU:Pr6.1.E.8a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent
  - MU:Pr6.1.E.5b: Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

- MU:Re7.1.E.8a: Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.
- MU:Re9.1.E.8a: Apply appropriate personally developed criteria to evaluate musical works or performances
- MU:Cn10.0.H.8a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
  - PA Core Standards and PA Academic Standards
  - PA Information Technology Standards

Objectives:

- Students will synthesize elements of natural, healthy vocal production. (DOK Level 4)
- Students will identify the main characteristics of healthy vocal production. (DOK Level 1)
- Students will assess examples of impediments to natural and healthy vocal production. (DOK Level 3)
- Students will apply these concepts to performance of a varied repertoire of music. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Introduce concepts of natural, healthy singing. Interacting with students for each of the following ideas:
  - Elements of natural, healthy breath.
  - Explanation of openness of sound production.
- Upon hearing students sing simple melodies and/or patterns, the teacher will identify what students are doing well, and address areas to be corrected.
- Students will sing with proper technique in the context of choral repertoire.
- Students will identify specific characteristics in examples of less than exemplary singing.

Assessments:

- **Diagnostic:**
  - Daily teacher observation.
  - Questioning.
- **Formative:**
  - Questioning of the contrast of sensation between doing it correctly vs. incorrectly.
- **Summative:**
  - Sing excerpts of choral literature with natural, healthy production.
  - Identify problems in examples of less than exemplary singing.

- **Correctives:**
  - Listen to singing, make suggestions as needed based on provided examples.
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- **Extensions:**
  - Challenge students to extend range.
  - Listen and adjust for greater sound.
  - Provide examples to listen to and experiment with making different sounds.

Unit 2: Aural Skills

- **Pennsylvania Academic Standards Addressed:**
  - 9.1.8.A: Know and use the elements and principles of each art form to create works in the arts and humanities.
    - Elements:
      - Duration intensity
      - Pitch
      - Timbre
    - Principles:
      - Composition
      - Form
      - Genre
      - Harmony
      - Rhythm
      - Texture
  - 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
    - Arrange
    - Improvise
  - 9.1.8.C: Identify and use comprehensive vocabulary within each of the arts forms.
  - 9.1.8.G: Recognize, identify, explain and analyze the function of rehearsals and practice sessions.
  - 9.1.8.J: Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.
    - Explain and demonstrate traditional technologies (e.g., paint, tools, sponges, weaving designs, instruments, natural pigments/glazes).
    - Explain and demonstrate contemporary technologies (e.g., MIDI keyboards, Internet design, computers, interactive technologies, audio/sound equipment, board-mixer, video equipment, computerized lighting design).
  - 9.1.8.K: Incorporate specific uses of traditional and contemporary technologies in

furthering knowledge and understanding in the humanities.
    - 9.2.8.E: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)
    - 9.3.8.A: Know and use the critical process of the examination of works in the arts and humanities.
        - Compare and contrast
        - Analyze
        - Interpret
        - Form and test hypotheses
        - Evaluate/form judgments
    - 9.3.8.B: Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).
    - 9.3.8.F: Apply the process of criticism to identify characteristics among works in the arts.

- **National Core Arts Anchors addressed:**
    - MU:Cr2.1.E.8a: Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and release, unity and variety, balance, and convey expressive intent.
    - MU:Cr3.1.E.8a: Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.
    - MU:Cr3.2.E.8a:
    - MU:Pr4.1.E.8a: Apply personally-developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.
    - MU:Pr4.2.E.8a: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.
    - MU:Pr5.1.E.8a: Identify and apply personally-developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, and interest) to rehearse, refine, and determine when the music is ready to perform.
    - MU:Pr6.1.E.8a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.
    - MU:Pr6.1.E.5b,
    - MU:Re9.1.E.8a: Apply appropriate personally-developed criteria to evaluate musical works or performances.
    - MU:Cn10.1.H.8a: Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

Objectives:

- Students will be able to identify and reproduce intervals within the range of an octave. (DOK Level 1)
- Students will be able to repeat tonal patterns major keys, up to 16 beats long. (DOK Level 1)

• Students will be able to apply concepts in context to choral repertoire. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

• Students will sing major and mixolydian minor scales and I, IV, & V tonal patterns. • Students will identify intervals within the scales and tonal patterns.
• Students will be able to sing the intervals of a 4^{th}, $5^{th,}$ and octave.
• Students understanding will be assessed by given melodic and tonal patterns to echo.
• Beginning with short, simple patterns, the length and difficulty will gradually increase.

Assessments:

Diagnostic: Daily observation and monitoring.

Formative: Assess the level of difficulty and length of the patterns students are able to identify.

Summative: Compare the level of difficulty and length of patterns that students experience success from the beginning of the session to the end, and from the beginning of the course to the end.

- **Correctives:**
  - Students listen to singing, identifying specific characteristics of what they hear.
  - Students listen to a variety of sounds to recognize differences and similarities.

- **Extensions:**
  - Challenge students to hear more sounds.
  - Challenge students to identify and characterize specific sounds that they hear.
  - Provide examples to listen to and identify tone colors and intonations.
  - Identify chordal vs. diatonic movement by ear.

Unit 3: Theoretical Skills
Pennsylvania Academic Standards Addressed:

- **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Music elements: duration, intensity, pitch, timbre
  - Music principles: composition, form, genre, harmony, rhythm, texture

- **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. (Music examples: singing, playing instruments, reading/notating music, composing, arranging, improvising).
- **9.1.8.C :I**dentify and use comprehensive vocabulary within each of the arts forms.
- **9.1.8.G:** Explain the function and benefits of rehearsal and practice sessions.
- **9.1.8.J:** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts.
- **9.1.8.K:** Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding of the humanities.
- **9.2.8.A**, Explain the historical, cultural and social context of an individual work in the arts.
- **9.2.8.D:** Analyze a work of art from its historical and cultural perspective.
- **9.2.8.E:** Analyze how a work of art reflects the artist's personal experiences or cultural environment.
- **9.2.8.G:** Relate works in the arts to geographic regions or cultures.
- **9.2.8.J:** Explain how traditions and cultural values influence artistic expression.
- **9.2.8.K:** Identify, explain and analyze traditions and historical influences on works of art.
- **9.3.8.A:** Use the critical process to examine works in the arts:
    - compare and contrast
    - analyze
    - interpret
    - form hypotheses
    - evaluate.
- **9.3.8.B:** Analyze and interpret specific characteristics of works in the arts.
- **9.3.8.C:** Identify and classify styles, forms, types and genres within art forms.
- **9.3.8.D:** Evaluate works in the arts using complex critical vocabulary.
- **9.3.8.E:** Interpret and use different types of critical analysis, including:
    - contextual criticism
    - formal criticism
    - intuitive criticism.
- **9.3.8.F:** Apply the process of criticism to identify characteristics among works in the arts.

National Core Arts Anchors addressed:

MU:Cr2.1.E.8a: Select, organize, and document personal musical ideas for arrangements, songs, and compositions within expanded forms that demonstrate tension and

release, unity and variety, balance, and convey expressive intent.

MU:Cr3.1.E.8a: Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Cr3.2.E.8a,

MU:Pr4.1.E.8a: Apply personally developed criteria for selecting music of contrasting styles for a program with a specific purpose and/or context, and explain expressive qualities, technical challenges, and reasons for choices.

MU:Pr4.2.E.5a: Demonstrate understanding of the structure and the elements of music (such as rhythm, pitch, form, and harmony) in music selected for performance.

MU:Pr4.3.E.8a: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (such as dynamics, tempo, timbre, articulation/style, and phrasing).

MU:Pr5.3.E.8a: Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform

MU:Pr6.1.E.8a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.E.5b: Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

MU:Re7.1.E.8a: Select programs of music (such as a CD mix or live performances) and demonstrate the connections to an interest or experience for a specific purpose.

MU:Re7.2.E.8a: Compare how the elements of music and expressive qualities relate to the structure within programs of music.

MU:Re8.1.E.8a: Support personal interpretation of contrasting programs of music and explain how creators' or performers' apply the elements of music and expressive qualities, within genres, cultures, and historical periods to convey expressive intent.

MU:Re9.1.E.8a: Apply appropriate personally-developed criteria to evaluate musical works or performances.

MU:Cn10.0.H.8a,

Eligible Content:

- Use the printed score of music to communicate what the composer intended.

• Work to sing pitches and rhythms with accuracy.
• Being expressive through the use of correct tempo and dynamics.

Objectives:

- Students will be able to accurately read and notate music in standard notation. (DOK Level 4)
- Students will be able to identify musical elements such as tempo and dynamics. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will formulate concepts to display appropriate performance practice. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

• Students will review the purpose and meaning of key signatures.
• Students will be able to find the tonic (resting tone), both on the page, and, given context, vocally.
• Students will be able to sing melodic patterns in exercises and in literature, on sight, in solfege.
• Students will review the purpose and meaning of meter signatures.
- Students will be able to identify various note types and their value in various simple and compound meter signatures.

• Students will count rhythm on exercises and in literature.
• Students will be able to identify and vocally reproduce various markings of tempo and dynamics in both English and Italian, as well as through symbols.
- Students will be able to connect solfege with pitch in given keys.
- Students will identify solfege within given key signatures.

• Students will be able to sight-sing through appropriate exercises and literature.

Assessments:

Diagnostic: Daily observation and Questioning
Formative: Demonstration of concepts, asking a deeper level of questions
Summative: Quiz on dynamics and tempo terms; Sing examples of sight-singing

- **Correctives:**
  - Students review signs and terminology.
  - Students are given aural examples to consider as applicable terms and signs are introduced.

- **Extensions:**
    - Students make decisions on different ways to express within their music, regardless of how it is marked.
    - Students identify and characterize how expressive characteristics are utilized in recorded examples that they hear.
    - Students may write their own compositions to display their understanding of expressiveness in music.

<u>Unit 4:</u> Performance Skills

Pennsylvania Academic Standards Addressed:

- **9.1.8.A:** Know and use the elements and principles of each art form to create works in the arts and humanities.
- Music elements: duration, intensity, pitch, timbre
    - Music principles: composition, form, genre, harmony, rhythm, texture
- **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. (Music examples: singing, playing instruments, reading/notating music, composing, arranging, improvising).
- **9.1.8.C :I**dentify and use comprehensive vocabulary within each of the arts forms.
- 9.1.8.E: Communicate a unifying theme or point of view through the production of works in the arts.
- 9.1.8.F: Explain works of others within each art form through performance or exhibition.
- **9.1.8.G:** Explain the function and benefits of rehearsal and practice sessions.
- 9.1.8.H: Demonstrate and maintain materials, equipment and tools safely at work and performance spaces.
    - Analyze the use of materials.
    - Explain issues of cleanliness related to the arts.
    - Explain the use of mechanical/electrical equipment.
    - Demonstrate how to work in selected physical space/environment.
    - Demonstrate the selection of safe props/stage equipment.
    - Demonstrate methods for storing materials in the arts.
- 9.1.8.I: Know where arts events, performances and exhibitions occur and how to gain admission.
- **9.1.8.J:** Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts.

- **9.1.8.K:** Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding of the humanities.
- **9.2.8.A**, Explain the historical, cultural and social context of an individual work in the arts.
- 9.2.8.B: Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).
- 9.2.8.C: Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).
- **9.2.8.D:** Analyze a work of art from its historical and cultural perspective.
- **9.2.8.E:** Analyze how a work of art reflects the artist's personal experiences or cultural environment.
- **9.2.8.G:** Relate works in the arts to geographic regions or cultures.
- 9.2.8.I: Identify, explain and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).
- **9.2.8.J:** Explain how traditions and cultural values influence artistic expression.
- 9.2.8.K: Identify, explain and analyze traditions and historical influences on works of art.
- 9.2.8.L: Identify, explain and analyze common themes, forms and techniques from works in the arts (e.g., Copland and Graham's *Appalachian Spring* and Millet's *The Gleaners*).
- **9.3.8.A:** Use the critical process to examine works in the arts:
    - compare and contrast
    - analyze
    - interpret
    - form hypotheses
    - evaluate.
- **9.3.8.B:** Analyze and interpret specific characteristics of works in the arts.
- **9.3.8.C:** Identify and classify styles, forms, types and genres within art forms.
- **9.3.8.D:** Evaluate works in the arts using complex critical vocabulary.
- **9.3.8.E:** Interpret and use different types of critical analysis, including:
    - contextual criticism
    - formal criticism
    - intuitive criticism.
- **9.3.8.F:** Apply the process of criticism to identify characteristics among works in the arts.
- 9.3.8.G: Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's Revelations to Tchaikovsky's *(Swan Lake)*.
- 9.4.8.A: Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the

individual's concept of musical theatre).

- 9.4.8.B: Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserve or at an artist's website).

National Core Arts Anchors Addressed:

MU:Cr3.1.E.8a: Evaluate their own work by selecting and applying criteria including appropriate application of compositional techniques, style, form, and use of sound sources.

MU:Pr4.2.E.8a: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

MU:Pr5.3.E.8a: Identify and apply personally developed criteria (such as demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety , and interest) to rehearse, refine, and determine when the music is ready to perform

MU:Pr6.1.E.8a: Perform the music with technical accuracy, stylistic expression, and culturally authentic practices in music to convey the creator's intent.

MU:Pr6.1.E.8b: Demonstrate performance decorum (such as stage presence, attire, and behavior) and audience etiquette appropriate for venue, purpose, context, and style.

MU:Re9.1.E.8a: Apply appropriate personally-developed criteria to evaluate musical works or performances.

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

Goals:

- To understand the depth and level of preparation necessary for a piece of music to be performance-ready.
- To experience the process of performing for a live audience.

Objectives:

- Students will apply their broad knowledge of the various characteristics of good choral singing to their repertoire in order to share a public performance. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Students will work through learning their repertoire on a daily basis.
- Students will analyze their work as they are learning; improving as many characteristics of the work as they can.
- Students will exemplify, alone, in small groups, and in larger groups, their own level of preparedness on parts of their repertoire. Following their examples,

students will again analyze where they are personally.

- Students will listen to and watch recorded examples of well-prepared ensembles.
- Students will discuss what they need to do to be more performance-ready.

- Students will perform in front of a live audience each semester.

Assessments:

Diagnostic: Dailey questions/answers regarding where we are in preparation.

Formative: Students will display their ability to improve their own performance based on their own recognition of what needs to be improved upon.

Summative: Students will perform their repertoire in a public concert.

Correctives:

- Students analyze what they are doing right and what needs adjustment.
- Students are given aural examples to compare their own performance of a section of music with stellar examples of the same.
- Students write notes in their music to remind themselves how to fix issues.

Extensions:

- Students record themselves and play it against their own work.
- Students continue to isolate problem areas to improve upon.