PLANNED INSTRUCTION

A PLANNED COURSE FOR:

7th & 8th Grade Chorus

Curriculum Writing Committee:

Laura Curchoe and Richard Horst

Grade Level: 7th & 8th

Date of Board Approval: _____

Course Weighting: 7th and 8th Grade Chorus

Daily Preparation and Performance	**50%**
Classwork / Homework	**25%**
Concert Performance	**25%**

Curriculum Map

Overview:

In 7th & 8th Grade Chorus, students will continue to learn about the choral art as they sing a variety of choral literature representing traditional, contemporary, and world music. Throughout the year students will increase their quality of tone production through the implementation of healthy vocal techniques, and will be able to sing in three or more parts of mixed voices consistently and accurately. The students will increase their aural skills to identify and sing intervals of a major and minor scales, as well as echo patterns. The students will also build upon their understanding of music theory to identify and perform all dynamic levels, tempos, have a greater understanding of rhythm, and will increase their literacy of standard notation through sight-singing of exercises and repertoire. Through the repertoire, students will gain a unique glimpse into various cultures and people groups through time.

Concepts learned throughout this course spiral, adding understanding and developing continually as they are used and applied throughout the length of the course. While learning new things throughout the year, students will experience some of the concepts long before they recognize and identify them in the setting of a formal lesson on that concept. Students will be able to recognize, synthesize and communicate what they experience.

Time/Credit for the Course: 1 credit – 180 days

Goals:

- All goals are ongoing and will be addressed throughout the academic year.
    - Students will be able to:
        - Demonstrate good healthy vocal techniques and sound production.
        - Read standard music notation independently.
        - Demonstrate greater understanding of the relationship of the major and minor scale.

        - Demonstrate growing independence of part singing in the context of key/key signature
        - Analyze and discern the level of accuracy of performance
        - Identify and reproduce dynamics and their application to the written score
        - Identify and reproduce tempo and its application to the written score
        - Understand how to read rhythms in various meters in the context of repertoire and the written score
        - Sing independently while executing the pre-existing knowledge of sound production, aural skills, and theoretical knowledge
        - Maintain one's own part while other voice parts are present
        - Analyze and discuss the effectiveness of a performance based on prior knowledge taught and experienced earlier in the year

- **Marking Period 1 (45 days)**
    - Students will be able to focus on vocal production.
        - Students will be able to identify elements of healthy vocal production and apply those elements to singing
        - These concepts will be reinforced and ongoing throughout the remainder of the year.

- **Marking Period 2 (45 days)**
    - Students will be able to focus on aural skills as they relate to singing.
        - Students will be able to identify and reproduce patterns and intervals and apply this knowledge to classroom literature.
        - These concepts will be reinforced and ongoing throughout the remainder of the year.

- **Marking Period Three (45 days)**
    - Students will be able to focus on theoretical skills.
        - Students will be able to accurately read and notate music as well as identify musical elements such as tempo and dynamics, and then apply this knowledge to classroom literature.
        - These concepts will be reinforced and ongoing throughout the remainder of the year

- **Marking Period Four (45 days)**
    - Students will be able to focus on performance skills.
        - Students will be able to apply their knowledge of vocal production, aural skills, and theoretical skills to classroom literature in a live performance setting with an audience.
        - These concepts will be reinforced and ongoing throughout the remainder of the year through scheduled performances.

Big Ideas:

- Increase Quality of Tone Production
- Singing with Independence
- Echoing Melodic Patterns
- Identifying and Performing Intervals
- Increasing Music Literacy
- Increasing Rhythmic Literacy and Performance
- Accurately Reading and Applying Dynamics to Musical Performances
- Preparing for a Musical Performance
- Recognizing that the intent of practice is necessary for a great performance.

Textbook and Supplemental Resources:

- **Primary Resource:**
    - Musical Literature and Repertoire
        - Chosen by the music director for classroom instruction and performances

- **Supplemental Resources:**
    - Melodic patterns, simple songs
    - Scales, tonal patterns and melodic patterns
    - Worksheets, repertoire, sight-singing books
    - Recordings and video examples

Curriculum Plan

Unit 1: Vocal Production

- **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.
    - **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.
    - **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.
    - **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.
    - **9.3.8.F:** Apply the process of criticism to identify characteristics among works in the arts.

- **National Core Arts Anchors addressed:**
  MU:Pr4.1.E.8a, MU:Pr4.2.E.5a, MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re7.1.E.8a, MU:Re9.1.E.8a, MU:Cn10.0.H.8a,

- **Eligible Content:**
  - Ability to identify and reproduce intervals within the range of an octave. • Reproduce tonal patterns in both major and minor keys, up to 16 beats long. • Apply this knowledge and understanding of intervals and tonal patterns to the context of choral repertoire.

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:

o Elements of natural, healthy breath.

o 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.

Assessments:

- **Diagnostic:**
  - Daily teacher observation.

- **Formative:**
  - Questioning of the contrast of sensation between doing it correctly vs. incorrectly.

- **Summative:**

- Sing excerpts of choral literature with natural, healthy production.

- **Correctives:**
  - Model proper and healthy singing techniques
  - Provide examples of proper and healthy singing techniques for students to watch and listen to

- **Extensions:**
  - Provide opportunities for students to perform for one another to receive constructive feedback to improve their technique
  - Provide opportunities for students to perform for other music educators through residencies, festivals, and adjudications to receive constructive feedback to improve their technique

<u>Unit 2:</u> 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.
- **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.
- **9.1.8.C :**Recognize and use fundamental 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.
- **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.
- **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, MU:Cr3.1.E.8a, MU:Cr3.2.E.8a, MU:Pr4.1.E.8a, MU:Pr4.2.E.5a,

MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re9.1.E.8a, MU:Cn10.0.H.8a

Eligible Content:

- Given tonal examples increasing in length and tonal difficulty, students will echo these patterns to include up to five pitches in a variety of intervals.
- Students will be able to identify by ear basic intervals of major and minor scale in both ascending and descending format.

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 in both major and minor 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 minor scales and I, IV, & V tonal patterns, reviewing these until they can distinguish them from one another.
- Students will identify intervals within the scales and tonal patterns.
- Student 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:**
  - Aurally assess and then correct students whenever they are not singing in tune, matching pitch or intervals, or reading musical patterns correctly to encourage them to always be striving to improve aural skills.

- **Extensions:**
    - Provide opportunities for students to perform for one another to receive constructive feedback to improve their aural skills
    - Provide aural assessments where we can listen to individual students to encourage development of aural skills.

<u>Unit 3:</u> 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.
- **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:
- **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, MU:Cr3.1.E.8a, MU:Cr3.2.E.8a, MU:Pr4.1.E.8a, MU:Pr4.2.E.5a, MU:Pr4.3.E.8a, MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re7.1.E.8a, MU:Re7.2.E.8a, MU:Re8.1.E.8a, MU:Re9.1.E.8a, MU:Cn10.0.H.8a, MU:Cn10.0.H.8a.

Eligible content:

- Students will be able to use the printed score of music to communicate what the composer intended.
- Understanding of accuracy of pitches, rhythms, and expression through correct tempo and dynamics.

Objectives:

- Students will be able to accurately read and notate music. (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 identify if a piece is major or minor, and be able to find the tonic (resting tone), both on the page, and to vocalize it.
- Students will be able to sight-sing through appropriate exercises and literature.
- Students will be able to identify and reproduce various markings of tempo and dynamics in both English and Italian, as well as through symbols.

Assessments:

Diagnostic:

- Daily observation
- Questioning

Formative:

- Demonstration of concepts
- Deeper level of questions.

Summative:

• Quiz on dynamics and tempo terms
• Sing examples of sight-singing

- **Correctives:**
  - Teachers will provide written and performative feedback to students as they work to improve their theoretical understanding of their music as they work towards concert performances.

- **Extensions:**
  - Provide students with opportunities to write and compose their own music that demonstrates their understanding of theoretical concepts and requires them to apply them to music.

Unit 4: 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.
- **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.
- **9.1.8.C**: Know and use fundamental vocabulary within each of the arts forms to communicate effectively.
- **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.
- **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 or the works of others.
- **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.
- **9.2.8.C**: Relate works in the arts to varying styles and genre and to the periods in which they were created.

- **9.2.8.D**: Analyze a work of art from its historical and cultural perspective.
- **9.2.8.E**: Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.
- **9.2.8.G**: Relate works in the arts to geographic regions.
- **9.2.8.I**: Identify, explain and analyze philosophical beliefs as they relate to works in the arts.
- **9.2.8.J**: Identify, explain and analyze historical and cultural differences as they relate to works in the arts.
- **9.2.8.K**: Identify, explain and analyze traditions as they relate to works in the arts.
- **9.2.8.L**: Identify, explain and analyze common themes, forms and techniques from works in the arts.
- **9.3.8.A**: Know and use the critical processes of the examination of works in the arts and humanities.
- **9.3.8.B**: Know and apply appropriate vocabulary used between social studies and the arts and humanities.
- **9.3.8.C**: Identify and classify styles, forms, types and genre within art forms.
- **9.3.8.D**: Evaluate works in the arts and humanities using a complex vocabulary of critical response.
- **9.3.8.E**: Examine and evaluate various types of critical analysis of works in the arts and humanities.
- **9.3.8.G**: Compare and contrast critical positions or opinions about works in the arts and humanities.
- **9.4.8.A**: Evaluate an individual's philosophical statement on a work in the arts and its relationship to one's own life based on knowledge and experience.
- **9.4.8.B**: Describe and analyze the effects that works in the arts have on groups, individuals and cultures.

- **National Core Arts Anchors Addressed:**
  MU:Cr3.1.E.8a, MU:Pr4.2.E.8a, MU:Pr5.3.E.8a, MU:Pr6.1.E.la, MU:Pr6.1.E.8b, MU:Re9.1.E.8a, MU:Cn10.0.H.8a

Goals:

• To understand the depth and level of preparation necessary for a piece of music to be performance-ready.

• To gain confidence in their own music making, and to realize the experience of doing so in public.

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.

Assessments:

Diagnostic: Daily 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:

- Teacher and students will work together to strive towards music excellence by constantly correcting and perfecting their vocal skill, aural skills and theoretical skills in rehearsal as they are practicing and preparing for a performance.

Extensions:

- Provide opportunities for students to perform for one another to receive constructive feedback to improve their performance skills
- Provide opportunities for students to perform for other music educators or adjudicators to receive constructive feedback to improve their performance skills

Checklist to Complete and Submit with Curriculum:

_____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website

_____ Hard copies of all supplemental resources not available electronically

_____ The primary textbook form(s)

_____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document

_____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name_____ First

Reader/Reviewer Signature_____ Date_____

Second Reader/Reviewer Printed Name:

Second Reader/Reviewer Signature: