Lehighton Area School District
Curriculum Framework

Course Title:	Chorus
Content Area:	Music
Grade Level(s):	6th
Course Overview:	Chorus will give students the opportunity to learn the fundamentals and terminology of music, the technique of singing, appreciation of choral repertoire, and the importance of working together through rehearsal and performance.
PA Core Standards:	Academic Standards for the Arts and Humanities
Key Course Text and Materials:	Sight Reading Factory, Patterns of Sound, Concert Repertoire, Musictheory.net
Key Assessments/Projects:	Small-group part checks for each marking period, Concert performance, Rhythm and Note Quizzes, Performance Self-Reflections

Big Idea/Unit:	Singing Posture and Harmony vs Melody			
Pacing:	August and September			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1.8 A,B,C,D	What is breath support? What are the elements of proper singing posture? Can you count and find measures in a piece of music Can you identify the different staffs in music? What is the difference between harmony and melody?	Breath Support Posture Solfege Measure Staff Harmony Melody	Choral music Choir Karate Book Voice Recordings Accompaniment Music	Student demonstration and teacher questions

Big Idea/Unit:	Diction and Dynamics			
Pacing:	October and November			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1.8 A,B,C,D 9.2.8 A,B,C,D, E,F,JK 9.4.8 B,C,D	What is diction? What are dynamics in music and how can you vary them when you sing? Can you demonstrate proper vowel shapes while singing to create a beautiful tone? Can you sing a vocal line independently with other melodic lines? Can you identify the solfege syllables in a melodic line?	Diction Dynamics Vowel Shapes/Tone Vocal Independence Sight Reading	Choral music Sound Patterns Book Essential Musicianship Level 1 Voice Recordings Accompaniment Music	Student demonstration and teacher questions Sight Reading Quiz and Exam

Big Idea/Unit:	Phrasing and Sight Reading			
Pacing:	December and January			
Standards	**Objective/Skill**	**Vocabulary**	**Additional Resources**	**Assessment/Project**
9.1.8 A,B,C,D 9.1.8 A,B,C,D, E,I,K,L 9.4.8 B,D	How many beats do you hold the note before you cut off? Can you watch the conductor for musical cues? Can you display proper performance etiquette? Can you learn a melodic line using solfege?	Phrasing Sight Reading Cut Offs Tone Conductor Performance	Choral Music Sound Patterns Book Essential Musicianship Level 1 Voice Recordings Accompaniment Music	Student demonstration and teacher questions Concert Performance

Big Idea/Unit:	Blend and Balance
Pacing:	February and March

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1.8 A,B,C,D 9..2.8 A,B,C,D, E,F,J,K	Can you demonstrate proper breath support while singing? Can you display proper singing posture? Can you independently sing along with different textures of choral music? What makes a well balanced choir? What elements are needed to produce proper choral blend?	Breath Support Posture Texture Blend and Balance	Choral Music Sound Patterns Book Essential Musicianship Level 1 Voice Recordings Accompaniment Music	Student Demonstration and teacher question

Big Idea/Unit: Cut offs and Cues

Pacing: April, May, and June

Standards	Objective/Skill	Vocabulary	Additional Resources	Assessment/Project
9.1.8 A,B,C,D 9..2.8 A,B,C,D, E,F,J,K	How many beats do you hold the note before you cut off? Can you watch the conductor for musical cues? Can you display proper performance etiquette? Can you evaluate a performance using musical terms?	Cut offs Cues Conductor Performance Etiquette	Choral Music Voice Recordings Accompaniment Music	Student Demonstration and teacher question Sight Reading Exam Concert Performance Self Reflections/Evaluation