

Grade level: 7th & 8th

Course Title: Middle School Chorus

Topic/Concept: Multicultural Music

Time Allotment: 8 weeks

Unit Sequence: 1

Major Concepts to be learned:

- The style and genre of multicultural music
- The proper singing technique used to produce tone, diction, balance, breathing etc.
- Historical content of multicultural music
- How to produce a show and correct stage behavior during a performance

Expected Skills to be demonstrated:

- Proper breathing and breath control
- Memory of at least 4 songs.
- One Combined number with 7th -12th grade
- Proper stage presence and presentation
- Performance techniques
- Evaluating performance
- Theory Knowledge
- Proper use of dynamics and phrasing

PA Standards/Anchors:

- CREATE (Generate Musical Ideas)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze and Evaluate)
- CONNECT (Relate Music to Life and Culture)

Eligible Content:

- Proper singing technique (Diction, Breathing, Phrasing, Memory of music, Posture, Dynamics)
- Historical Accuracy (Who wrote it, What inspired the composer, Culture of the time)
- Music Theory Knowledge and understanding

Instructional Strategies:

Assessments:

Coooperative groups
Lecture
Performance task
Hands-on activity
Summarizing
Specific Reading

Problem solving activities
Group discussion
Written work
Note Taking
Evaluating
Vocla technique

- Worksheets
- Quizzes
- Octet and Quartet
- SingingPerformance

Grade level: 7th & 8th

Course Title: Middle School Chorus

Topic/Concept: Spring Pops Concert

Time Allotment: 8 weeks

Unit Sequence: 2

Major Concepts to be learned:

- The style and genre of pop and Patriotic music
- The proper singing technique used to produce tone, diction, balance, breathing etc.
- Historical content of Pop/Patriotic music
- How to produce a show and correct stage behavior during a performance

Expected Skills to be demonstrated:

- Proper breathing and breath control
- Proper use of dynamics and phrasing
- Memory of at least 4 songs.
- One Combined number with 7th -12th grade
- Proper stage presence and presentation
- Movement Accuracy with concentration of Dalcroze techniques and theories
- Performance techniques
- Evaluating performance

PA Standards/Anchors:

- CREATE (Generate Musical Ideas)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze and Evaluate)
- CONNECT (Relate Music to Life and Culture)

Eligible Content:

- Proper singing technique (Diction, Breathing, Phrasing, Memory of music, Posture, Dynamics)
- Historical Accuracy (Who wrote it, What inspired the composer, Culture of the time)
- Music Theory Knowledge and understanding

Instructional Strategies:

Assessments:

Coooperative groups
Group discussion
Evaluating

Lecture
Performance task
Vocal technique

- Quartet Singing
- Performance
- Evaluation
- Movement assessment

Grade level: 7th & 8th

Course Title: Middle School Chorus

Topic/Concept: Star Spangled Banner

Time Allotment: 2 weeks

Unit Sequence: 3

Major Concepts to be learned:

- Students will understand the history behind the “Star Spangled Banner”
- Students will learn the melody and verses of the “Star Spangled Banner”
- Students will memorize the “SSB”
- Evaluate the SSB
- Sing with others

Expected Skills to be demonstrated:

- Proper Singing Technique
- Singing with others
- Historical context
- Computer Skills

PA Standards/Anchors:

- CREATE (Generate Musical Ideas)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze and Evaluate)
- CONNECT (Relate Music to Life and Culture)

Eligible Content:

- The SSB history
- The words to the SSB
- Proper Singing Technique and Performance
- Study of the culture and environment around the inspiration for Francis Scott Key
- Technology will be used for internet search

Instructional Strategies:

Assessments:

Coooperative groups
Group discussion
Hands-on activity
Evaluating

Lecture
Performance task
Note Taking
Vocal technique

- Group Sing
- Evaluations
- Internet Research project
- Essay

Grade level: 7th & 8th

Course Title: Middle School Chorus

Topic/Concept: Broadway Music

Time Allotment: 8 weeks

Unit Sequence: 4

Major Concepts to be learned:

- The style and genre of Broadway music
- The proper singing technique used to produce tone, diction, balance, breathing etc.
- Historical content of Broadway music
- How to produce a show and correct stage behavior during a performance

Expected Skills to be demonstrated:

- Proper breathing and breath control
- Proper use of dynamics and phrasing
- Memory of at least 4 songs.
- One Combined number with 7th -12th grade
- Proper stage presence and presentation
- Performance technique
- Evaluating performance

PA Standards/Anchors:

- CREATE (Generate Musical Ideas)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze and Evaluate)
- CONNECT (Relate Music to Life and Culture)

Eligible Content:

- Proper singing technique (Diction, Breathing, Phrasing, Memory of music, Posture, Dynamics)
- Historical Accuracy (Who wrote it, What inspired the composer, Culture of the time)
- Music Theory Knowledge and understanding

Instructional Strategies:

Assessments:

Coooperative groups
Lecture
Group discussion
Performance task
Hands-on activity
Evaluating
Vocal strategies and stage behavior

- Octet Singing
- 3 part singing
- Stage Behavior
- Evaluation
- Performance

Grade level: 7th & 8th

Course Title: Middle School Chorus

Topic/Concept: Christmas/Holiday Music

Time Allotment: 8 weeks

Unit Sequence: 5

Major Concepts to be learned:

- The style and genre of Christmas music
- The proper singing technique used to produce tone, diction, balance, breathing etc.
- Historical content of Christmas/Holiday music
- Critical Response
- How to produce a show and correct stage behavior during a performance

Expected Skills to be demonstrated:

- Proper breathing and breath control
- Proper use of dynamics and phrasing
- Memory of at least 4 songs.
- One Combined number with 7th -12th grade
- Proper stage presence and presentation
- Performance techniques
- Evaluating performance

PA Standards/Anchors:

- CREATE (Generate Musical Ideas)
- PERFORM (Rehearse, Refine, Present)
- RESPOND (Analyze and Evaluate)
- CONNECT (Relate Music to Life and Culture)

Eligible Content:

- Proper singing technique (Diction, Breathing, Phrasing, Memory of music, Posture, Dynamics)
- Historical Accuracy (Who wrote it, What inspired the composer, Culture of the time)
- Music Theory Knowledge and understanding

Instructional Strategies:

Assessments:

Lecture	Group discussion
Performance task	Hands-on activity
Evaluating	Vocal technique

- Octet and Quartet Sings
- Evaluations
- Performance

PA Standards/Anchors:

1. CREATE (Generate Musical Ideas)

- Improvise simple melodic or rhythmic ideas
- Create basic vocal patterns or warm-ups
- Begin shaping expressive musical decisions with guidance
- Exploring vocal warm-ups and sound production
- Experimenting with dynamics, phrasing, and articulation
- Making interpretive choices in rehearsals with teacher support

2. PERFORM (Rehearse, Refine, Present)

- Sing with developing accuracy in pitch, rhythm, and diction
- Demonstrate proper posture and vocal technique
- Rehearse and respond to conductor feedback
- Perform music in at least two or more parts (SSA, SAB, or simple SATB)
- Perform Grade 2–3 choral literature
- Maintain part independence in two- and three-part harmony
- Develop early sight-reading skills
- Demonstrate blend, balance, and basic ensemble awareness
- Use correct diction in multiple languages (often Latin, English, or simple foreign language texts)

3. RESPOND (Analyze and Evaluate)

- Describe and evaluate music using basic musical vocabulary
- Reflect on personal and ensemble performance
- Identify improvements in tone, rhythm, and accuracy
- “Was the pitch accurate?”
- “Did we match vowels and blend?”
- “Where did the rhythm or entrances need work?”
- Use vocabulary like: *tempo*, *dynamics*, *pitch*, *blend*, *harmony*

4. CONNECT (Relate Music to Life and Culture)

- Identify connections between music and culture
- Explore historical or stylistic context of repertoire
- Understand how music communicates meaning
- Learning songs from different cultures and traditions
- Connecting lyrics to meaning and expression
- Exploring how music reflects emotion and storytelling
- Linking music to other subjects (language, history, drama)

Eligible Content:

- Proper singing technique (Diction, Breathing, Phrasing, Memory of music, Posture, Dynamics)
- Historical Accuracy (Who wrote it, What inspired the composer, Culture of the time)
- Music Theory Knowledge and understanding