

# MIDDLE SCHOOL CHORAL

LENGTH OF TIME: one year, three 45-minute lessons per 6-day cycle

GRADE LEVEL: 6-8

## COURSE STANDARDS:

Students will:

1. Define symbols and terminology encountered in vocal music. (NMCS Pr4.2.6b, Pr4.2.7b, Pr4.2.8b; PA Std 9.1 a,b,c,i)
2. Develop note-reading skills. (NMCS Pr4.2.6b, Pr4.2.7b, Pr4.2.8b; PA Std 9.1.a,b,c,i)
3. Develop vocal technique. (NMCS Pr4.3.6a, Pr4.3.7a, Pr4.3.8a; PA Std 9.1.a,b,d,i)
4. Develop an understanding of sight reading. (NMCS Pr4.2.8b; PA Std 9.1.a,b,c,i)
5. Develop ensemble skills. (NMCS Pr5.1.6a, Pr5.1.7a, Pr5.1.8a; PA Std 9.1.a,b,i)
6. Develop correct intonation. (NMCS Pr5.1.6a, Pr5.1.7a, Pr5.1.8a; PA Std 9.1.a,b; 9.3.b)
7. Develop musicianship. (NMCS Pr4.3.6a, Pr4.3.7a, Pr4.3.8a; PA Std 9.1.a,b,i)
8. Analyze their performance as a group effort geared towards improvement. (NMCS Pr5.1.6a, Pr5.1.7a, Pr5.1.8a; PA Std 9.1.d,e,f; 9.2.a,c,d; 9.3.a,b)
9. Participate in group activities. (NMCS Pr6.1.6a, Pr6.1.7a, Pr6.1.8a)
10. Develop music appreciation and listening skills. (NMCS Re9.1.6a, Re9.1.7a, Re9.1.8a; PA Std 9.1.d,e,f; 9.2.a,b,c,d,e,f,g,i; 9.3.a,b,c,d,e)

## NATIONAL MUSIC CONTENT STANDARDS:

<https://nafme.org/wp-content/files/2014/11/2014-Music-Standards-PK-8-Strand.pdf>

## RELATED PA ACADEMIC STANDARDS FOR THE ARTS AND HUMANITIES

- 9.1 Production, Performance & Exhibition of Dance, Music, Theatre and Visual Arts
  - A. Elementary and principles in each art form
  - B. Demonstration of dance, music, theatre and visual arts
  - C. Vocabulary within each art form
  - D. Styles in production, performance and exhibition
  - E. Themes in art forms
  - F. Historical and cultural production, performance and exhibition
  - I. Community performances and exhibitions
- 9.2 Historical and Cultural Contexts
  - A. Context of works in the arts
  - B. Chronology of works in the arts
  - C. Styles and genre in the arts
  - D. Historical and cultural perspectives
  - E. Historical and cultural impact on works in the arts
  - F. Vocabulary for historical and cultural context

- G. Geographic regions in the arts
- I. Philosophical context of works in the arts
- 9.3 Critical Response
  - A. Critical Processes
  - B. Criteria
  - C. Classifications
  - D. Vocabulary for criticism
  - E. Types of analysis

#### PERFORMANCE ASSESSMENTS:

Students will demonstrate achievement of the standards by:

1. Successful public performance on each selected musical composition/arrangement of various musical styles (Course Standard 9).
2. Teacher observation and student evaluation of group and individual performance (Course Standard 8, 10).
3. Testing their understanding of terminology through evaluation of their performance (Course Standard 1, 2, 4).
4. Attendance of all group events will determine the student's participation (students can select a writing option in place of public performance) (Course Standard 9, 10).
5. Teacher observation of student's emotional responses to the selected music (Course Standard 3, 5, 6, 7, 9).
6. Teacher observation and testing of student's accomplishments (Course Standard 1, 2).
7. Teacher observation and testing of student responses to worksheets, computer practices in music theory and classroom discussion (Course Standard 1, 2, 4).

#### DESCRIPTION OF COURSE:

This program is for students who seek to improve their vocal technique/skills and presentation skills. Classes are structured with an emphasis in developing musical as well as technical skills. Music is selected from various cultures and periods of music history. There is an increased awareness of technical and musical advancement. Performances include winter and spring performances. More advanced students have additional performance opportunities through various select vocal ensembles and as concert soloists. The class will be supplemented with topics in music history/appreciation.

#### TITLES OF UNITS:

##### Grade 6

1. Lyric and Song Writing - lyric writing as a tool of communication
2. The Human Voice as an Instrument - a study of how the instrument works and how we train the voice for greater personal power
3. Music Selection Project - a study and project relating to the selection and justification of pieces for the winter/spring choral concerts
4. Music of the Baroque Period (1600-1750) - a study of the music of Antonio Vivaldi, George Frederic Handel and Johann Sebastian Bach, and the forms of music known as the concerto, oratorio and tocatta and fugue

5. The Musical Theatre - a study of musical theatre including various shows from different eras, elements of musicals (choreography, music), interpretation, and creation
6. Music Theory and Vocal Music - students will study notation, rhythm and elements of music through learning to sing choral music

#### Grade 7

1. Lyric and Song Writing - lyric writing as a tool of communication
2. Film Composers - a study of the lives and works of composers who create the music for a variety of films
3. Music Selection Project - a study and project relating to the selection and justification of pieces for the winter/spring choral concerts
4. Music of the Classical Period (1750-1825) - a study of the music of Franz Joseph Hadyn, Wolfgang Amadeus Mozart and Ludwig Van Beethoven and the forms of music known as Symphony and Opera
5. The Musical Theatre - a study of musical theatre including various shows from different eras, elements of musicals (choreography, music), interpretation, and creation
6. Music Theory and Vocal Music - students will study notation, rhythm and elements of music through learning to sing choral music

#### Grade 8

1. Lyric and Song Writing - students will write their own song lyrics in a given format as a way of communicating
2. Music Selection Project - a study and project relating to the selection and justification of pieces for the winter/spring choral concerts
3. The Rock Generation in 20<sup>th</sup> Century American Music - a study of culture and music from 1950 through 1969 including Rhythm and Blues, Rock 'n Roll, Motown, British Rock, Folk Rock and Classic Rock.
4. The Musical Theatre - a study of musical theatre including various shows from different eras, elements of musicals (choreography, music), interpretation, and creation
5. Lip Sync Competition/Project - after watching various examples, students will develop and perform their own Lip Sync creations, focusing on best and most creative performance practices
6. Music Theory and Vocal Music - students will study notation, rhythms, and elements of music through learning to sing choral music

#### SAMPLE INSTRUCTIONAL STRATEGIES:

##### Grades 6-8

- utilization of recordings, videos
- utilization of music selection website (JW Pepper)
- discussion of music theory through study of choral arrangements

#### MATERIALS:

1. Selected choral literature
2. Supplemental vocal technique sheets
3. Pre-recorded samples of music
4. Supplemental handouts, videos and filmstrips that pertain to music history/appreciation, and the various themes of the performances that are planned for the chorus

#### METHODS OF ASSISTANCE AND ENRICHMENT:

1. Sectional rehearsals
2. Class rehearsals
3. Full group rehearsals
4. Lectures/activities
5. Concerts
6. Guest presenters
7. Chromebooks

#### METHODS OF EVALUATION:

1. Interpreting music symbols and terminology correctly while performing
2. Being able to count and perform basic rhythm patterns
3. Demonstrating good posture, vocal technique and presentation skills
4. Sightreading various pieces of music
5. Participating successfully in the group
6. Listening for correct intonation
7. Demonstrating good diction
8. Worksheet handouts and student reflection/assessment sheets

#### INTEGRATED ACTIVITIES:

1. Concepts
  - music reading
  - presentation skills
  - vocal technique
  - listening skills
2. Communication
  - interpretation of various musical styles
  - expressing themselves through music
  - projection
  - good diction

### 3. Thinking/Problem Solving

- identify and demonstrate correct rehearsal/performance/presentation skills
- use knowledge and judgement to solve immediate issues in performance

### 4. Application of Knowledge

- performance skills
- phrasing
- sight-reading

### 5. Interpersonal Skills

- ensemble practice
- blending and balancing performance with the group