

MIDDLE SCHOOL CHORAL

LENGTH OF TIME: one year, three-40 minute lesson per 6-day cycle

GRADE LEVEL: 6-8

COURSE STANDARDS:

Students will:

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

1. Singing, alone and with others, a varied repertoire of music
Students
 - a. sing, alone and in small groups, with accuracy and breath control throughout range
 - b. sing with correct expression and technical accuracy (Level 2 Literature)
 - c. sing music representing different cultures with appropriate expression
 - d. sing music in 2 to 3 parts
 - e. sing in choral ensemble with correct expression and technical accuracy (Level 3 Literature)
2. Performing on instruments, alone and with others, a varied repertoire of music
Students
 - a. perform, alone and in small groups, with attention to correct playing position and breath/stick/bow control
 - b. perform with correct expression and technical accuracy (Level 2 Literature)
 - c. perform music representing different cultures with appropriate expression
 - d. play simple melodies/accompaniments by ear
 - e. perform in instrumental ensemble with correct expression and technical accuracy (Level 3 Literature)
3. Improvising melodies, variations, and accompaniments
Students
 - a. improvise simple harmonic accompaniments

- b. improvise rhythmic/melodic variations/embellishments on pentatonic and melodies in major keys
 - c. improvise short melodies with and without rhythmic accompaniment
- 4. Composing and arranging music within specified guidelines

Students

 - a. compose short pieces with specified guidelines demonstrating unity and variety; tension and release; balance
 - b. arrange simple piece for a different instrument or vocal part
 - c. compose using variety of traditional and non-traditional sound sources and electronic media
- 5. Reading and notating music

Students

 - a. read whole, half, quarter, eighth, sixteenth, and dotted notes/rests in common, compound, and cut time
 - b. sight-read simple melodies (treble and bass clef)
 - c. identify and define standard notation for pitch, rhythm, dynamics, tempo, articulation, and expression
 - d. use standard notation to record their own and others' music ideas
 - e. sight-read in instrumental ensemble with correct expression and technical accuracy (Level 2 Literature)
- 6. Listening to, analyzing, and describing music

Students

 - a. use appropriate terminology to describe specific musical events (presented aurally)
 - b. analyze uses of elements of music in music of different genres and cultures (presented aurally)
 - c. demonstrate knowledge of basic principles of music in analyses of music
- 7. Evaluating music and music performances

Students

 - a. develop criteria for evaluating quality/effectiveness of performances and compositions, then apply criteria to personal listening and performing
 - b. apply specific criteria to evaluate quality/effectiveness of their own and others' musical events, then offer constructive suggestions for improvement
- 8. Understanding relationships between music, the other arts, and disciplines outside the arts

Students

 - a. in 2 or more arts, compare the ways in which similar ideas, emotions, events are transformed into a work of art
 - b. describe the ways in which principles and subject matter of other disciplines are interrelated to those of music
- 9. Understanding music in relation to history and culture

Students

 - a. describe distinguishing characteristics of music genres/styles in music of other cultures

- b. using a varied body of exemplary musical works, classify by genre, style, historical period, composer, title; explain characteristics that cause work to be considered exemplary
- c. compare the function of music, role of musicians, and performance conditions in different cultures

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 work sin 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 the PALM singers 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 (4 weeks)
2. The Human Voice as an Instrument - a study of how the instrument works and how we train the voice for greater personal power (4 weeks)
3. Origins and Overview of Music - early instruments and styles of music from around the world (4 weeks)
4. The Musical Theatre - a study of American Musical Theatre and the careers that are connected to the theatre (4 weeks)
5. Music Theory and Vocal Music - students will study notation, rhythm and elements of music through learning to sing choral music (on-going)

Grade 7

1. Lyric and Song Writing - lyric writing as a tool of communication (4 weeks)
2. Music of the Middle Ages (600-1400) and the Renaissance (1400-1600) - a study of Gregorian Chant and the Madrigal as forms of early music (4 weeks)
3. 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 (6 weeks)
4. Music of the Classical Period (1750-1825) - a study of the music of Franz Joseph Haydon, Wolfgang Amadeus Mozart and Ludwig Van Beethoven and the forms of music known as Symphony and Opera (6 weeks)
5. Music Theory and Vocal Music - students will study notation, rhythm and elements of music through learning to sing choral music (on-going)

Grade 8

1. Lyric and Song Writing - students will write their own song lyrics in a given format as a way of communicating (4 weeks)
2. The Jazz Era in 20th Century American Music - a study of Blues, Ragtime, Dixieland, Swing, Bebop and Progressive Jazz and the musician who produced and performed this style of music (10 weeks)

3. The Rock Generation in 20th 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. (10 weeks)
4. Music Theory and Vocal Music - students will study notation, rhythms, and elements of music through learning to sing choral music (on-going)

SAMPLE INSTRUCTIONAL STRATEGIES:

Grade 6

- Unit 1: Use recordings of professional songwriters discussing the work and their lyrics. Students will follow the words as they are printed on an overhead, and discuss the methods and the messages.
- Unit 2: Students will watch a filmstrip which describes to parts of the voice and their functions, and gives specific exercises/techniques for developing the voice.
- Unit 3: Students will be introduced to early instruments and styles of music through the use of a video presentation and research on the internet.
- Unit 4: Students will define the various careers involved in the musical theatre and critique the work of professionals by studying their work.
- Unit 5: Students will rehearse, discuss and analyze elements of music theory by studying choral arrangements.

Grade 7

- Unit 1: Use recordings of professional songwriters discussing the work and their lyrics. Students will follow the words as they are printed on an overhead, and discuss the methods and the messages.
- Unit 2: Read two articles discussing two different composers of madrigals and then play recordings of each. Complete a handout which discusses the form of music, the composer and their music.
- Unit 3: Read Composer Monthly newsletter about the composers and complete the word games and discussion questions. Listen to examples of their work.
- Unit 4: View the film "Amadeus" and using a prepared handout guide the students through the discussion/reflection questions.
- Unit 5: Give students research cues to use when researching the internet and C.D. Roms for composer information.
- Unit 6: Students will rehearse, discuss and analyze elements of music theory by studying choral arrangements.

Grade 8

- Unit 1: Use recordings of professional songwriters discussing the work and their lyrics. Students will follow the words as they are printed on an overhead, and discuss the methods and the messages.
- Unit 2: Read articles on the styles of Jazz from the MUSIC ALIVE magazine, and complete accompanying handouts.
- Unit 3: Watch a filmstrip series which discusses the elements of Rock music and complete the study guide.

Unit 4: Students will rehearse, discuss and analyze elements of music theory by studying 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. Computer Lab - Theory/Research

PORTFOLIO DEVELOPMENT:

Students will keep a working portfolio which will include:

1. Concert programs
2. Student reflection/assessment sheets
3. Other supplemental papers, i.e., photographs, video tapes, etc.
4. Handouts that pertain to music history/appreciation studies
5. Student reflection/assessment sheets/rubrics

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. Sight reading 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
 - independently maintain and care for portfolio
 - 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