

## 7<sup>th</sup> and 8<sup>th</sup> Grade Chorus

<b><i>COURSE OUTLINE</i></b>		
<b>Unit One</b>	<i>Sight Reading</i>	<i>Throughout the year</i>
<b>Unit Two</b>	<i>Vocal Technique</i>	<i>Throughout the year</i>
<b>Unit Three</b>	<i>Critical Listening</i>	<i>Throughout the year</i>
<b>Unit Four</b>	<i>Concert Presentation Skills</i>	<i>Throughout the year</i>
<b>Unit Five</b>	<i>Historic American Music</i>	<i>One semester</i>
<b>Unit Six</b>	<i>Emerging American Styles</i>	<i>One semester</i>
<b>Unit Seven</b>	<i>Contemporary American Styles</i>	<i>One semester</i>
<b>Unit Eight</b>	<i>Three-Part Homophony</i>	<i>One semester</i>
<b>Unit Nine</b>	<i>Polyphonic Harmonies</i>	<i>One semester</i>

### ***School-wide Academic Expectations Taught In This Course***

- Communication\*
- Collaboration
- Analysis
- Literacy

### ***School-wide Social and Civic Expectations Taught in This Course***

- Demonstrate Honesty
- Demonstrate Responsibility
- Demonstrate Respect
- Demonstrate Safety

### ***Content Standards Taught in This Course***

MU:Cr1.1.E.	Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
MU:Pr4.2.E.	a. Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
MU:Pr4.3.E.	a. Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
MU:Pr5.3.E	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
MU:Pr6.1.E.	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. b. Demonstrate an understanding of the context of the music through prepared and improvised performances.
MU:Re7.1.E	Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.
MU:Re7.2.E.	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
MU:Re8.1.E.	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when

	appropriate) the setting of the text.
MU:Re9.1.E.	Explain the influence of experiences, analysis, and context on interest in and evaluation of music
MU:Cn10.0.E.	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
MU:Cn11.0.E.	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

## Unit 1: Sight Reading

### Introduction and Established Goals:

Sight reading is the skill by which musicians interpret printed musical notation and prepare it for performance. This skill is applied every time a student prepares, rehearses, or performs a piece of notated music.

### Desired Outcome(s):

Students should be able to decode and perform intermediate rhythmic values. Students should be able to decode and perform intermediate stepwise and intervallic diatonic melodies.

### CT State Standard(s):

#### MU:Cr1.1.E.

Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.

#### MU:Pr4.2.E.

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### MU:Pr4.3.E.

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### MU:Pr5.3.E

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### MU:Pr6.1.E.

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### MU:Re7.2.E.

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### MU:Re8.1.E.

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

### Common Core Standard(s):

○

### Essential Question(s):

How do musicians interpret musical works?

### Key Terms/Concepts:

Time signature

Whole, half, quarter, eighth, sixteenth, dotted notes and rests

Repeat, first and second endings, DS, DC al coda

Diatonic seconds, thirds, fourths, and fifths, including those outside the tonic triad

Dynamics

Accelerando, ritardando, fermata

**LEARNING PLAN**

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Cr1.1.E. MU:Pr5.3.E MU:Pr6.1.E.	Students will decode intermediate rhythmic values, increasing in complexity throughout the year.	Aural preparation through echoing activities Decoding through standard rhythmic counting Dictation and creation of original rhythms	
MU:Cr1.1.E. MU:Pr5.3.E MU:Pr6.1.E.	Students will decode stepwise diatonic pitch motion within the major scale.	Aural preparation through echoing activities Decoding through standard moveable-do solfeggio. Dictation and creation of original melodies	
MU:Cr1.1.E. MU:Pr4.2.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E.	Students will synthesize rhythmic and tonal reading to perform notated music.	Aural preparation through echoing activities Decoding through musical performance Dictation and creation of original music	
MU:Cr1.1.E. MU:Pr5.3.E MU:Pr6.1.E.	Students will decode intervallic motion.	Aural preparation through echoing activities Decoding through standard moveable-do solfeggio. Dictation and creation of original melodies	
MU:Cr1.1.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re8.1.E.	Students will decode directional, dynamic, and timing symbols.	Aural preparation through tracking a recorded example Decoding through musical performance Creating original symbols within known works through written, sung, and conducted communication.	

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire

**Suggested Technology:**

Musictechteacher.com

Emusictheory.com

## Unit 2: Vocal Technique

### Introduction and Established Goals:

“Vocal technique” is a broad term which encompasses the way singers use their body – muscles, air, resonating chambers – to achieve a desired auditory effect. The Western tradition of *bel canto* technique defines the ideally pleasing and healthy tone for students in a choral setting.

### Desired Outcome(s):

Students should be able to describe ideal vocal tone and demonstrate development of their own tone in vocal performance.

### CT State Standard(s):

#### MU:Pr4.3.E.

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### MU:Pr5.3.E

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### MU:Pr6.1.E.

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### MU:Cn10.0.E.

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### MU:Cn11.0.E.

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How do musicians express musical works?

### Key Terms/Concepts:

Head voice, chest voice

Projection

Resonance

Vowels

Consonants

Diaphragm

Breath management

Breath support

Range

Register

### LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
----------	--	--------------------------	------------------------

<p>MU:Pr4.3.E.  MU:Pr5.3.E  MU:Pr6.1.E.  MU:Cn10.0.E.  MU:Cn11.0.E.</p>	<p>Students will describe, hear, and sing in head-voice registration. They will contrast this with chest-voice resonance. They will navigate individual registration issues through changing vocal development.</p>	<p>Warm-ups and exercises  Modeling by teacher and students  Singing excerpts from repertoire in isolation  Singing complete repertoire  Self-assessment through recordings (whole group, small group, and individualized)</p>	<p>Performance Rubric (section III and IV), applied to various repertoire-centered assessments throughout the year (i.e. Pass-The-Mic and whole-group observance).   Self-assessment and reflection</p>
<p>MU:Pr4.3.E.  MU:Pr5.3.E  MU:Pr6.1.E.  MU:Cn10.0.E.</p>	<p>Students will describe, hear, and sing with proper breath management.</p>	<p>Warm-ups and exercises  Modeling by teacher and students  Conducting representative phrasing (teacher-led and student-led)  Singing excerpts from repertoire in isolation  Singing complete repertoire  Self-assessment through recordings (whole group, small group, and individualized)</p>	<p>Performance Rubric (section III and IV), applied to various repertoire-centered assessments throughout the year (i.e. Pass-The-Mic and whole-group observance).   Self-assessment and reflection</p>
<p>MU:Pr4.3.E.  MU:Pr5.3.E  MU:Pr6.1.E.  MU:Cn10.0.E.  MU:Cn11.0.E.</p>	<p>Students will describe, hear, and sing with proper breath support through activation of the diaphragm in order to achieve appropriate projection</p>	<p>Warm-ups and exercises  Modeling by teacher and students  Singing excerpts from repertoire in isolation  Singing complete repertoire  Self-assessment through recordings (whole group, small group, and individualized)</p>	<p>Performance Rubric (section III and IV), applied to various repertoire-centered assessments throughout the year (i.e. Pass-The-Mic and whole-group observance).   Self-assessment and reflection</p>
<p>MU:Pr4.3.E.  MU:Pr5.3.E  MU:Pr6.1.E.  MU:Cn10.0.E.  MU:Cn11.0.E.</p>	<p>Students will describe, hear and sing with adequate vowel and consonant formation for diction during performance, in pieces with increasing lyric complexity.</p>	<p>Warm-ups and exercises  Modeling by teacher and students  Singing excerpts from repertoire in isolation  Singing complete repertoire  Self-assessment through</p>	<p>Performance Rubric (section III and IV), applied to various repertoire-</p>

		recordings (whole group, small group, and individualized)	centered assessments throughout the year (i.e. Pass-The-Mic and whole-group observance).  Self-assessment and reflection
--	--	---	--

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire

**Suggested Technology:**

## Unit 3: Critical Listening

### Introduction and Established Goals:

Critical listening is important, as musicians must constantly respond to what they hear. Musicians must make adjustments to their performance based on a number of audible cues. Active critical listening is the fundamental step in self-assessment, a necessary skill for all musicians. This practice will also help shape effective consumers of media.

### Desired Outcome(s):

Students will assess themselves and others through active, critical listening. They will describe what they hear with appropriate, content-specific vocabulary. They will develop action plans for individual and group improvement based on what they hear. Students will make adjustments to pitch, rhythm, tempo, dynamics, etc. in real time, based on what they hear. They will become more attentive listeners on and off stage.

### National Core Arts Standard(s):

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

### Essential Question(s):

How do we judge the quality of musical work(s) and performance(s)? (#MU:Re9.1.E)

How does understanding the structure and context of the music influence a response? (#MU:Re7.2.E)

How do musicians improve the quality of their performance? (#MU:Pr5.1.E)

### Key Terms/Concepts:

Pitch

Rhythm

Technique

Expression

## LEARNING PLAN

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Pr5.3.E MU:Re7.1.E MU:Re7.2.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn10.0.E.	Students will self-assess as individuals and in small groups through directed listening.	Error detection exercises, discussion and revision during sight reading exercises Students will identify pitch and rhythmic errors in musical performance.	Reflection Worksheets; discussion
MU:Pr5.3.E MU:Re7.2.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn10.0.E.	Students will listen to and evaluate musical performances, both live and recorded.	Compare/contrast YouTube recordings of performance repertoire Select a musically exemplary performance and justify their choice using music vocabulary.	
MU:Pr5.3.E MU:Re8.1.E.	Students will take what they gather from critical listening and form an action plan for continuous improvement.	Self Recordings Providing feedback to other sections Discussion Reflection Worksheets Exit Slips	CT State Arts Assessment: Solo Singing
MU:Pr5.3.E MU:Re7.2.E. MU:Re8.1.E.	Students will use appropriate, content-specific vocabulary to describe what they hear.		

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire

**Suggested Technology:**

Audacity

SmartBoard

## Unit 4: Concert Presentation Skills

### Introduction and Established Goals:

Concert presentation skills are important because they are the way by which students demonstrate mastery in all other musical content areas. Without successful concert presentation skills, students have difficulty demonstrating their musical learning. Moreover, the skills that students exercise in concert presentation pervade all aspects of life, including self-presentation and being an effective consumer of media.

### Desired Outcome(s):

Students will effectively present evidence of their music learning by fulfilling conventional practice in a variety of musical performance settings. This includes but is not limited to: stage presence and audience protocol.

### National Core Arts Standards:

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### **MU:Cn11.0.E.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How does understanding the structure and context of the music inform performance and influence a response? (#MU:Re7.2.E, #MU:Pr4.2E)

### Key Terms/Concepts:

Acoustics

Posture

Stage presence

Genre

Style

Expression

Form and Movements

Projection

Program Notes

### LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Re7.2.E. MU:Re9.1.E. MU:Cn10.0.E. MU:Cn11.0.E.	Students will demonstrate appropriate physical presence while performing.	Describe and demonstrate appropriate posture. Describe and demonstrate diaphragmatic breathing. Describe and demonstrate appropriate facial expression. In critical listening tasks, students will articulate how physical adjustments can improve performance quality.	Concert performances and self-reflections
MU:Re7.2.E. MU:Re9.1.E. MU:Cn10.0.E. MU:Cn11.0.E.	Students will observe conventional performance practice while performing.	Students will create and present program notes. Students will demonstrate proper riser positioning, entrance, exit, and bowing. Students will articulate successful soloing practice. Students will describe and demonstrate flexible performance strategies when working with a clinician.	Concert performances and self-reflection  Festival reflection and judges' commentary
MU:Re7.2.E. MU:Re9.1.E. MU:Cn10.0.E. MU:Cn11.0.E.	Students will observe conventional performance practice while in an audience.	Students will describe ideal audience behavior and explain its impact on the artistic performance.  Students will demonstrate and articulate the differences in convention between styles of music.	Concert performances and self-reflection  Performance field trips reflections
MU:Re7.1.E MU:Re7.2.E. MU:Re9.1.E. MU:Cn10.0.E. MU:Cn11.0.E.	Students will adjust their musical performance to reflect the setting and expectation of the environment.	Projection and consonant exercises In critical listening tasks, students will articulate how musical adjustments will improve performance quality.  Students will demonstrate and articulate the differences in convention between performance settings and venues.	Concert performances and self-reflection
MU:Re7.2.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn10.0.E. MU:Cn11.0.E.	Students will demonstrate and respond to conducting mechanics during performance.	Teacher demonstrations Class discussion Student leaders to demonstrate Experimental conducting gestures	Concert performances and self-reflection

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire

**Suggested Technology:**

Audacity

SmartBoard

## Unit 5: Historic American Music

### Introduction and Established Goals:

In seventh and eighth grade chorus, students explore the heritage of American music. Understanding the roots of contemporary American styles empowers students to become more informed consumers of media. The rich repertoire of the American musical heritage also offers appropriate pieces for vocal and musical development. Moreover, crossover learning is possible with the seventh and eighth grade social studies curricula.

### Desired Outcome(s):

Students will perform historic American music with awareness of its unique cultural heritage.

### National Core Arts Standards:

#### **MU:Pr4.2.E.**

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### **MU:Pr4.3.E.**

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Pr6.1.E.**

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### **MU:Cn11.0.E.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How do singers use context to perform historic American music?

**Key Terms/Concepts:**

Pentatonic  
Tone  
Timbre

**LEARNING PLAN**

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.1.E MU:Cn11.0.E.	Students will create, perform, and respond to common historic American idioms, such as the spiritual, sea chantey, and folk song.	Sight reading Performance Listening examples	Students will sing a historic American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr6.1.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn11.0.E.	Students will analyze and sing authentic text.	Discussion Writing program notes Teacher and student modeling Chanting Singing Exploration of background historical context through nonfiction reading and videos	Students will sing a historic American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E. MU:Cn10.0.E.	Students will identify and incorporate idiomatic historic American stylistic features in their singing.	Listening examples Solfeggio analysis Discussion Choral movement	Students will sing a historic American song, assessed using the Performance rubric.

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire:

- Follow the Drinking Gourd
- Didn't My Lord Deliver Daniel
- This Old Hammer
- Joshua Fit The Battle Of Jericho

**Suggested Technology:**

- Multitrack recorder and microphones
- Audacity
- YouTube
- Wordle
  
- SmartBoard

## Unit 6: Emergent American Styles

### Introduction and Established Goals:

In seventh and eighth grade chorus, students explore the heritage of American music. Understanding the roots of contemporary American styles empowers students to become more informed consumers of media. The rich repertoire of the American musical heritage also offers appropriate pieces for vocal and musical development. Moreover, crossover learning is possible with the seventh and eighth grade social studies curricula.

### Desired Outcome(s):

Students will perform emergent American music (1940's – 1980's) with awareness of its unique cultural heritage.

### National Core Arts Standards:

#### **MU:Pr4.2.E.**

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### **MU:Pr4.3.E.**

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Pr6.1.E.**

- a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
- b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### **MU:Cn11.0.E.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Common Core Standard(s):

○

**Essential Question(s):**

How do singers use context to perform American music?

**Key Terms/Concepts:**

Pentatonic

Tone

Timbre

**LEARNING PLAN**

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.1.E MU:Cn11.0.E.	Students will create, perform, and respond to common historic American idioms, such as blues, jazz, rock, and Broadway.	Sight reading Performance Listening examples	Students will sing an emergent American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr6.1.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn11.0.E.	Students will analyze and sing authentic text.	Discussion Writing program notes Teacher and student modeling Chanting Singing Exploration of background historical context through nonfiction reading and videos	Students will sing an emergent American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E. MU:Cn10.0.E.	Students will identify and incorporate idiomatic American stylistic features in their singing.	Listening examples Solfeggio analysis Discussion Choral movement	Students will sing an emergent American song, assessed using the Performance rubric.

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire:

Hound Dog

Seize the Day

You Can't Stop the Beat

Build Me Up Buttercup

It Don't Mean A Thing If It Ain't Got That Swing

We Will Rock You

**Suggested Technology:**

Multitrack recorder and microphones

Audacity

YouTube

Wordle

SmartBoard

## Unit 7: Contemporary American Music

### Introduction and Established Goals:

In seventh and eighth grade chorus, students explore the heritage of American music. Understanding the roots of contemporary American styles empowers students to become more informed consumers of media. The rich repertoire of the American musical heritage also offers appropriate pieces for vocal and musical development. Moreover, crossover learning is possible with the seventh and eighth grade social studies curricula.

### Desired Outcome(s):

Students will perform contemporary American music with awareness of its unique cultural heritage.

### National Core Arts Standards:

#### **MU:Pr4.2.E.**

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### **MU:Pr4.3.E.**

Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Pr6.1.E.**

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

#### **MU:Cn11.0.E.**

Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

### Common Core Standard(s):

○

### Essential Question(s):

How do singers use context to perform American music?

**Key Terms/Concepts:**

Verse  
 Chorus  
 Bridge  
 Solo  
 Bend, Scoop  
 Belt

**LEARNING PLAN**

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.1.E MU:Cn11.0.E.	Students will create, perform, and respond to common American idioms, such as pop, rock, and hip-hop.	Sight reading Performance Listening examples	Students will sing a contemporary American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr6.1.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn11.0.E.	Students will analyze and sing authentic text.	Discussion Students will choose a concert performance piece and use evidence to support their choice. Writing program notes Teacher and student modeling Chanting Singing Exploration of background historical context through nonfiction reading and videos	Students will sing an American song, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr4.3.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E. MU:Cn10.0.E.	Students will identify and incorporate idiomatic contemporary stylistic features in their singing.	Listening examples Solfeggio analysis Discussion Choral movement	Students will sing a contemporary American song, assessed using the Performance rubric.

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire – By nature, this will change from year to year. Sample past pieces:

Happy  
 Count on Me  
 Fireflies

**Suggested Technology:**

Multitrack recorder and microphones  
 Audacity

YouTube

Wordle

SmartBoard

## Unit 8: Homophonic Three-Part Harmonies

### Introduction and Established Goals:

In seventh and eighth grade chorus, students navigate the maturing voice. Students naturally fall into three voice parts: Soprano, Alto, or Baritone. Most adolescent boys' voices have not settled into a clear tenor or bass range, so "baritone" music is most suitable for their development. During the seventh and eighth grade years, students work to become comfortable singing in three-part harmony.

### Desired Outcome(s):

Students will perform homophonic three-part harmonies with accuracy and part independence.

### National Core Arts Standards:

#### **MU:Pr4.2.E.**

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Pr6.1.E.**

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

### Essential Question(s):

How do maturing singers harmonize?

### Key Terms/Concepts:

Vocal range

Octave displacement

Melody

Harmony

## Homophony

### LEARNING PLAN

STANDARD	LEARNING OBJECTIVES (Content and Skill)	INSTRUCTIONAL STRATEGIES	ASSESSMENT EVIDENCE
MU:Pr4.2.E. MU:Pr6.1.E. MU:Re7.1.E MU:Re9.1.E.	Students will aurally and visually identify and differentiate between three voice parts	Score study and marking Critical listening Conducting (teacher led and student led) Active performance	Students will sing three-part homophonic peice, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr5.3.E MU:Pr6.1.E.	Students will sing in small homogenous and heterogeneous groups.	Sectional rehearsal Whole-chorus rehearsal Recordings Peer feedback	Students will sing three-part homophonic peice, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn10.0.E.	Students will listen to performances and evaluate three-part homophonic singing skills. Students will develop rehearsal action plans to seek continual improvement.	Critical listening Discussion Written reflections and rehearsal strategies Recordings of others and self Peer feedback	Students will sing three-part homophonic peice, assessed using the Performance rubric.

#### **Suggested Resources and Texts:**

Selected Choral Performance Repertoire – By nature, this will change from year to year. Sample past pieces:

This Old Hammer  
Jubilate Deo  
Hound Dog

#### **Suggested Technology:**

Multitrack recorder and microphones  
Audacity  
YouTube  
Wordle  
  
SmartBoard

## Unit 9: Polyphonic Three-Part Harmonies

### Introduction and Established Goals:

In seventh and eighth grade chorus, students navigate the maturing voice. Students naturally fall into three voice parts: Soprano, Alto, or Baritone. Most adolescent boys' voices have not settled into a clear tenor or bass range, so "baritone" music is most suitable for their development. During the seventh and eighth grade years, students work to become successful singing in three-part harmony. Polyphonic harmonies demand the highest level of independent thinking and confidence in young musicians.

### Desired Outcome(s):

Students will perform polyphonic three-part harmonies with accuracy and part independence.

### National Core Arts Standards:

#### **MU:Pr4.2.E.**

Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.

#### **MU:Pr5.3.E**

Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

#### **MU:Pr6.1.E.**

a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.

b. Demonstrate an understanding of the context of the music through prepared and improvised performances.

#### **MU:Re7.1.E**

Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.

#### **MU:Re7.2.E.**

Describe how understanding context and the way the elements of music are manipulated inform the response to music.

#### **MU:Re8.1.E.**

Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text.

#### **MU:Re9.1.E.**

Explain the influence of experiences, analysis, and context on interest in and evaluation of music

#### **MU:Cn10.0.E.**

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

### Common Core Standard(s):

○

### Essential Question(s):

How do maturing singers harmonize with independence?

### Key Terms/Concepts:

Vocal range

Octave displacement

Melody

**LEARNING PLAN**

<b>STANDARD</b>	<b>LEARNING OBJECTIVES (Content and Skill)</b>	<b>INSTRUCTIONAL STRATEGIES</b>	<b>ASSESSMENT EVIDENCE</b>
MU:Pr4.2.E. MU:Pr6.1.E. MU:Re7.1.E. MU:Re9.1.E.	Students will aurally and visually identify and differentiate between three polyphonic voice parts	Score study and marking Critical listening, especially differentiating homophonic and polyphonic content Conducting (teacher led and student led) Active performance	Students will sing three-part polyphonic peice, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr5.3.E MU:Pr6.1.E.	Students will sing in small homogenous and heterogeneous groups.	Sectional rehearsal Whole-chorus rehearsal Recordings Layered recordings Peer feedback	Students will sing three-part polyphonic peice, assessed using the Performance rubric.
MU:Pr4.2.E. MU:Pr5.3.E MU:Pr6.1.E. MU:Re7.2.E. MU:Re8.1.E. MU:Re9.1.E. MU:Cn10.0.E.	Students will listen to performances and evaluate three-part polyphonic singing skills. Students will develop rehearsal action plans to seek continual improvement.	Critical listening Discussion Written reflections and rehearsal strategies Recordings of others and self Peer feedback	Students will sing three-part polyphonic peice, assessed using the Performance rubric.

**Suggested Resources and Texts:**

Selected Choral Performance Repertoire – By nature, this will change from year to year. Sample past pieces:

This Old Hammer

Da Pacem Domine (Franck, Spevacek)

**Suggested Technology:**

Multitrack recorder and microphones

Audacity

YouTube

Wordle

SmartBoard