

Teacher: Core MS Choir 6

Year: 2008-2009

Course: Middle School Choir Grade 6

S E P T E M B E R	Vocal Production		
	Content	Skills	Standards
	Student voice checks 2 and 3 part canons, folk songs, and a variety of other styles	Placement in the choir according to vocal range Match pitches through vocalizes and songs Exhibit proper vowel formation Utilize proper diction and phrasing	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges 1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter 1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed 1.1.D ~ sing music written in two and three parts 3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures 3.1.B ~ read at sight simple melodies in treble and/or bass clefs 3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression
O C T O B E R	Reading Music		
	Content	Skills	Standards
	Reading Rhythms	Read whole, 1/2, quarter and eighth notes	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges

R	Reading Simple Melodies	Review note names in treble and bass clefs	<p>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.D ~ sing music written in two and three parts</p> <p>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p>
	Reading symbols	Review symbols for dynamics	
	Using notation	Read stepwise notation	
	Sight reading		
	Rhythm Bingo		
	Happy Raps		

N O V E M B E R	Composition and Improvisation - W M Drumming		
	Content	Skills	Standards
	<p>Improvise simple rhythms and melodies</p> <p>World Music Drumming Curriculum</p>	<p>Ability to consider rhythms and melodies with whole, half, quarter and eighth notes using first five notes in C, G, D or F major scale.</p> <p>Assess rhythms and melodies improvised and notate what is</p>	<p>2.1.0 ~ Students will improvise melodies, variations, and accompaniments</p> <p>2.1.B ~ improvise melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major and minor keys</p>

	deemed good to keep.	<p>2.2.A ~ compose short pieces which demonstrate the elements of unity and variety, tension and release, and balance</p> <p>2.2.B ~ compose or arrange simple pieces for voices or instruments using a variety of sound sources</p> <p>3.1.0 ~ Students will read and notate music</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>5.1.0 ~ Students will understand relationships between music, the other arts, and disciplines outside the arts</p> <p>5.2.0 ~ Students will understand music in relation to history and culture</p>
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DECEMBER

Listening		
Content	Skills	Standards
Choral examples of music being learned	<p>Compare arrangements performed to those we are using in class.</p> <p>Assess the sounds heard and apply what we want to keep for our performance of the same piece</p>	<p>4.1.0 ~ Students will listen to, analyze, and describe music.</p> <p>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</p> <p>4.1.B ~ analyze the uses of elements of music in aural examples representing diverse genres and cultures</p> <p>4.2.0 ~ Students will evaluate music and music performances</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and</p>

		<p>compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
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JANUARY **Vocal Production**

Content	Skills	Standards
<p>3 part canons, folk songs and a variety of other songs pertinent to the season</p> <p>Vocalizes, breathing and posture exercises</p>	<p>Match pitches within relative parts and vocalize.</p> <p>Utilize proper diction and phrasing.</p> <p>Exhibit proper vowel formation</p>	<p>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</p> <p>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.D ~ sing music written in two and three parts</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p>

FEBRUARY	Music Reading		
	Content	Skills	Standards
	Sight reading exercises Solfège training	Read and sing at sight, simple stepwise melodies in C major Sing on sight, simple melodies using the solfège syllables	3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures 3.1.B ~ read at sight simple melodies in treble and/or bass clefs 3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

Teacher: Core MS Choir 7-8
Year: 2008-2009
Course: Middle School Choir Grade 7-8

AUGUST	Preparing the Ensemble		
	Content	Skills	Standards
	Placement in the choir Assessment of individual skills	Sing part within the choral ensemble	1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music
SEP	Preparing the Body for Singing		
	Content	Skills	Standards

T E M B E R	Breathing for singing	Use proper breath control	1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music 1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges
	Posture for singing	Demonstrate good posture for singing	
	Vowels for singing	Discover proper vowel shapes used in good ensemble singing	

O C T O B E R	Reading Music		
	Content	Skills	Standards
	Rhythms Sight reading Rhythm Bingo	Perform rhythms with whole, half, and quarter notes Demonstrate ability to read notes stepwise	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges 1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter 1.1.D ~ sing music written in two and three parts 3.1.0 ~ Students will read and notate music 3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures 3.1.B ~ read at sight simple melodies in treble and/or bass clefs

N O V	Preparation for Performance		
	Content	Skills	Standards

E M B E R	Songs chosen for Christmas concert	<p>Sing expressively</p> <p>Prepare varied repertoire of music</p> <p>Analyze musical directions</p> <p>Study the text</p> <p>Prepare with proper rhythms and pitches</p>	<p>1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music</p> <p>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.D ~ sing music written in two and three parts</p> <p>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</p> <p>3.1.0 ~ Students will read and notate music</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p>
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D E C E M B E R	Performance		
	Content	Skills	Standards
	Songs for the concert	Perform concert pieces with appropriate accuracy	1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music
	Performance etiquette	Demonstrate ability to present as a choir to an audience	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges
	Ensemble self-critique		

<p>Video of performance</p>	<p>Perform pieces expressively and musically to an audience</p> <p>Listening</p>	<p>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.D ~ sing music written in two and three parts</p> <p>3.1.0 ~ Students will read and notate music</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>4.2.0 ~ Students will evaluate music and music performances</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p>
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Commercial Jingles

Content	Skills	Standards
Familiar melodies	<p>Write text for a commercial jingle</p> <p>Notate the melody of the familiar tune to be used</p> <p>Create a company logo and name</p> <p>Perform the commercial</p>	<p>1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music</p> <p>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</p> <p>1.2.0 ~ Students will perform on instruments, alone and with others, a varied repertoire of music</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>2.1.0 ~ Students will improvise melodies, variations, and accompaniments</p> <p>2.2.0 ~ Students will compose and arrange music within specified guidelines</p> <p>3.1.0 ~ Students will read and notate music</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.D ~ use standard notation to record their musical ideas and the musical ideas of others</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>4.2.0 ~ Students will evaluate music and music performances</p>

ANNUARY

5.1.0 ~ Students will understand relationships between music, the other arts, and disciplines outside the arts

5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art

Reading Music

Content

Skills

Standards

Rhythms

Sight reading

Harmony

Rhythm Bingo

Perform rhythms with moderate difficulty

Demonstrate ability to read stepwise and skipping notes

Begin to apply sightreading ability to singing harmony

1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music

1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges

1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed

1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory

2.1.0 ~ Students will improvise melodies, variations, and accompaniments

3.1.0 ~ Students will read and notate music

3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures

3.1.B ~ read at sight simple melodies in treble and/or bass clefs

		<p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p>
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FEBRUARY **Preparing the ensemble**

Content	Skills	Standards
Re-evaluation of individual voices Placement in the choir	Demonstrate level of skill Evaluate vocal placement	<p>1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music</p> <p>1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which includes changes in tempo, key and meter</p> <p>1.1.D ~ sing music written in two and three parts</p>

MARCH **Musical**

Content	Skills	Standards
Broadway Musical	<p>View a musical play</p> <p>Analyze the musical numbers and all factors used to tell the story</p> <p>Understand the placement of this in musical history</p>	<p>4.2.0 ~ Students will evaluate music and music performances</p> <p>4.2.A ~ develop criteria including the basic elements of music for evaluating the quality and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing</p> <p>4.2.B ~ evaluate the quality and effectiveness of their own and others' performances, compositions, arrangements, and improvisations by</p>

		<p>applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement</p> <p>5.1.0 ~ Students will understand relationships between music, the other arts, and disciplines outside the arts</p> <p>5.1.A ~ compare in two or more arts how the characteristic materials of each art can be used to transform similar events, scenes, emotions, or ideas into works of art</p>
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Reading music

Content	Skills	Standards
Rhythms Sight reading Harmony Musical terms	<p>Continue to development in reading moderately difficult rhythms</p> <p>Sight read simple melodies in major keys</p> <p>Become comfortable with singing in 3 parts</p> <p>Apply the musical terms found in songs being studied, to the singing of the music</p>	<p>1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music</p> <p>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.D ~ sing music written in two and three parts</p> <p>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>2.1.0 ~ Students will improvise melodies, variations, and accompaniments</p>

		<p>3.1.0 ~ Students will read and notate music</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.B ~ read at sight simple melodies in treble and/or bass clefs</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>3.1.F ~ sight-read music which contains changes of tempo, key and meter</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p>
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APRIL

Preparation for performance

Content	Skills	Standards
<p>Songs for spring concert</p> <p>Solos for contest - vocal or piano</p>	<p>Evaluate and determine spring concert selections</p> <p>Study the text and musical direction of songs chosen</p> <p>Determine how to present the piece to an audience</p> <p>Develop performance technique</p>	<p>1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music</p> <p>1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</p> <p>1.2.C ~ perform music representing diverse genres and cultures, with expression appropriate for the work being performed</p>

		<p>3.1.0 ~ Students will read and notate music</p> <p>3.1.A ~ read whole, half, quarter, eighth, sixteenth, and dotted notes and rests in 2/4 , 3/4 , 4/4 , 6/8 , 3/8 , and alla breve meter signatures</p> <p>3.1.C ~ read standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p> <p>4.1.A ~ describe specific music events in a given aural example, using appropriate terminology</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>5.1.0 ~ Students will understand relationships between music, the other arts, and disciplines outside the arts</p> <p>5.2.0 ~ Students will understand music in relation to history and culture</p>
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M A Y	Performance		
	Content	Skills	Standards
	Songs for the spring concert	Apply knowledge of reading melodies and rhythms	1.1.0 ~ Students will sing, alone and with others, a varied repertoire of music
	Examples of other performances	Use the musical terms to determine performance style	1.1.A ~ sing with good vocal technique, pitch and rhythmic accuracy, and expression throughout their singing ranges
Individual testing	Develop movement and performance stance for the concert	1.1.B ~ sing with expression and technical accuracy a repertoire of both read and memorized, age-appropriate vocal literature, which	

	<p>Perform with musical expression</p> <p>Demonstrate technical accuracy in vocal technique</p> <p>Evaluate the performance</p> <p>Demonstrate ability in group and alone</p>	<p>includes changes in tempo, key and meter</p> <p>1.1.C ~ sing music representing diverse genres and cultures, with expression appropriate for the work being performed</p> <p>1.1.E ~ sing with expression and technical accuracy a varied repertoire of vocal literature, which includes moderate technical demands, ranges, and varied interpretive requirements, including some songs performed from memory</p> <p>4.1.0 ~ Students will listen to, analyze, and describe music.</p> <p>4.1.C ~ Demonstrate understanding of the basic principles of meter, rhythm, tonality, intervals, chords, and harmonic progressions in their analyses of music</p> <p>4.2.0 ~ Students will evaluate music and music performances</p>
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