

GRAND BLANC COMMUNITY SCHOOLS CURRICULUM GUIDE

GRADE: 6-8

SUBJECT: Choir

Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary	Materials	Assessments
Perform	Typically 4 concert "terms" spanning approximately 10 weeks. September-June.	Concert Preparation	ART.M.1.6.1 Sing and play with expression and technical accuracy, an increasingly diverse repertoire of literature at developmentally-appropriate levels. Perform at least one selection from memory.	Music has both technical and expressive qualities. Both are integral to the performance of music.	LT: I can sing my music with correct notes and rhythms. LT: I can perform my music from memory (memorized). LT: I can sing accurately with expression.	Staggered Breathing Articulation Diction Phrase Tone Melody Harmony Tempo Dynamics	Diverse music octavos	Daily Rehearsal Skills, Singing Quiz, Semester Performance.
Perform	Typically 4 concert "terms" spanning approximately 10 weeks. September-June.	Concert Preparation	ART.M.1.6.2 Sing melodies with confidence in a large group.	Students often gain confidence through performance and creative expression. How can we sing with confidence in front of an audience? What gives you confidence? Why is it important that we appear confident?	LT: I can sing out while singing with my class.	Stage Etiquette Posture	Music octavos	Daily Rehearsal Skills, Singing Quiz, Semester Performance.
Perform	Typically 4 concert "terms" spanning approximately 10 weeks. September-June.	Concert Preparation	ART.M.1.6.3 Sing and play accurately in both small groups and large ensembles, with appropriate technique and breath control.	Why is breath control important for singing? How does appropriate technique and technical accuracy improve our audience's enjoyment of our performance?	LT: I can sing with good breath support. LT: I can sing my music in a small group.	Staggered Breathing Articulation Diction Phrase Tone Melody Harmony Tempo Dynamics Support Diaphragm	Music octavos Breath/lung model	Daily Rehearsal Skills, Singing Quiz, Semester Performance.

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Perform	Typically 4 concert "terms" spanning approximately 10 weeks. September-June	Concert Preparation	ART.M.I.6.4 Use technology in a variety of ways in musical performance.	How do we combine the "old" art of singing with "new" technology? Does technology enhance or take away from our performance?	(Possible LT based on new technology implementation) LT: I can read my music scores on a digital interface. LT: I can perform using recordings, and new and old instruments.	Pitch Solfege Unison Treble Clef Clef Signature Rhythm Repeat Measure Bass Key T	Recordings Recording Equipment Computers/Tablets Technology TBD	Daily Rehearsal Skills, Singing Quiz, Semester Performance.
Perform	September -June	Sightreading	ART.M.I.6.5 Sight read basic melodies in treble or bass clef, using combinations of whole, half, quarter, and eighth notes and rests; in simple meter.	Why do we sightread? How is sightreading related to singing written songs? Why is it important that we know how to sightread?	LT: I can count/clap rhythms using whole, half, quarter, and eighth notes/rest. LT: I can sing a melody in solfege. LT: I can sightread simple melodies using solfege or words. LT: I can sightread a basic melody while an accompaniment is played.	Pitch Solfege Unison Treble Clef Clef Signature Signature Step Octave Sharp Rhythm Repeat Measure Bass Key Time Whole Half Step Interval Flat	Sightreading book, Sightreading Factory	Daily Rehearsal Skills, Sightreading Quiz.
Create	September-June.	Sightreading	ART.M.II.6.1 Improvise tonic accompaniments.	How does the tonic chord relate to solfege? How do composers use chord structure in their compositions? What are different way to perform the tonic chord?	LT: I can sing the tonic chord using solfege. LT: I can improvise tonic chords patterns.	Tonic Block Chord (Do, Mi, So) Arpeggio Solfege	Sightreading book, Sightreading Factory	Daily Rehearsal Skills
Create	September-June.	Sightreading	ART.M.II.6.2 Embellish a melody or rhythmic pattern in various ways.	How can we relate rhythms to text? How do composers vary a rhythm or melody to create affect?	LT: I can create my own melody using solfege. LT: I can create my own rhythmic pattern.	Compose Ostinato Improvise Chord	Staff paper Notation software	Daily Rehearsal Skills, Homework/Written Activities

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Create	1-2 Weeks. May-June.	Composition	ART.M.II.6.4 Compose short pieces to communicate ideas and/or stories.	Why do composers write music? What ideas could you communicate through music?	LT: I can create my own short song using the note values and notes learned in class.	Compose	Staff paper Notation software	Daily Rehearsal Skills, Homework/Written Activities
Create			ART.M.II.6.5 Demonstrate an understanding of some instrumental and vocal ranges.	Demonstrate an understanding of some instrumental and vocal ranges.	How do composers use vocal ranges in their compositions? How do individual vocal ranges affect how we sing? How will vocal ranges change with vocal maturity?	Range Tessitura Alto Baritone Tenor Soprano Bass		Daily Rehearsal Skills
Analyze	Used to supplement Concert Preparation.	Evaluation	ART.M.III.6.1 Identify and describe specific musical elements and events in a given aural example, using appropriate terminology.	What do you hear in this music? What specific music terminology have we been discussing in class... do you hear any examples of those terms? What is the composer trying to tell us through this music? Did the performer accomplish their goal?	LT: I can identify examples of (dynamics, ritardando, etc) in the listening example. LT: I can describe and evaluate the tone in given example.	Round Crescendo Decrescendo Piano Mezzo Piano Mezzo Forte Fortissimo Ritardando Slur Staccato Legato Tone	Music recordings	Daily Rehearsal Skills

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Analyze	Used to supplement Concert Preparation.	Evaluation	ART.M.III.6.2 Identify elements of music used in music of diverse genres and styles.	How is choir music the same or different as music from the radio? Does music sound different from other cultures? Why or why not? Does music play a different role/function in their society?	LT: I can identify examples of melody, harmony, timbre, rhythm, form, dynamics, and texture in a given musical example.	Rhythm Timbre/Tone Melody Harmony Beat Form Dynamics Texture	Music examples	Daily Rehearsal Skills
Analyze	September-June.	Sightreading	ART.M.III.6.3 Demonstrate knowledge of the basic principles of rhythm, simple meter (2/4, 3/4, 4/4), and the intervals of a major scale.	Rhythm and scales are the basic elements of all music.	LT: I can count/clap rhythms in 2/4, 3/4, and 4/4 time. LT: I can identify and sing the WWWHWWWH step arrangements of the major scale. LT: I can identify the diatonic intervals in the major scale.	Measure Rhythm Beat Time Signature Key Signature Interval Whole Step Half Step Octave Scale	Solfege sign Sightreading rhythm examples	Daily Rehearsal Skills, Written quiz
Analyze	Used to supplement Concert Preparation. Used to close concert "term".	Evaluation	ART.M.III.6.4 Develop criteria based on musical knowledge and personal reflections to evaluate the quality and effectiveness of music performances. Apply these criteria as self evaluation when performing and creating.	What makes a performance effective? What makes a "good" performance?	LT: I can use the MSVMA rubric and standards to evaluate the quality and effectiveness of musical performances.	Tone Pitch Rhythm Diction Interpretation Presentation	Musical Recordings MSVMA Performance Rubric	Daily Rehearsal Skills, Homeowrk/Written Assignments

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Analyze	Used to supplement Concert Preparation. Used to close concert "term".	Evaluation	ART.M.III.6.5 Evaluate the quality and effectiveness of one's own and others' musical performances and creations by applying specific and appropriate criteria, and offering constructive suggestions for improvement.	Was our/their performance effective?	LT: I can qualify and quantify a music performance. LT: I can evaluate the quality and effectiveness of my (and others) singing performance. LT: I can give suggestions to improve a musical performance.	Tone Rhythm Pitch Diction Interpretation Presentation	Musical Recordings	Daily Rehearsal Skills, Hoemwork/Written Assignment
Analyze in Context	Used to supplement Concert Preparation.	Evaluation	ART.M.IV.6.3 Compare, in several cultures of the world, the functions music serves.	What function does music serve in our culture? Why do you listen to music or sing? Why could this be different depending on geographic region, age, time period, etc.	LT: I can identify the culture from a given musical example. LT: I can describe characteristics of the culture from a given musical example. LT: I can compare the cultures of multiple cultures from several musical examples. LT: I can identify the function that music serves.	A capella Call-and-Response Sacred Secular Chant Dance/Movement	Music Octavos Musical Recordings Videos	Daily Rehearsal Skills
Analyze and Make Connections	Used to supplement Concert Preparation.	Evaluation	ART.M.V.6.2 List musical elements and find a connection to at least one other discipline.	How does music/singing affect our daily lives? How does our art form relate to your other school subject?	LT: I can link the 7 elements of music to something I'm learning in another class. LT: I can identify similaries between class concepts/terms and prior knowledge.	Rhythm Timbre/Tone Melody Harmony Beat Form Dynamics		Daily Rehearsal Skills