

7th Grade Chorus

Chorus is a full year course that meets three times per week. Band and orchestra students who have elected to enroll in chorus meet once per week. Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. Compliance with the school dress code is required.

In chorus, music of various periods and styles will be studied and performed including works using texts in foreign languages. Proper vocal technique, ensemble skills and large group rehearsal and performance etiquette are emphasized.

Course Overview

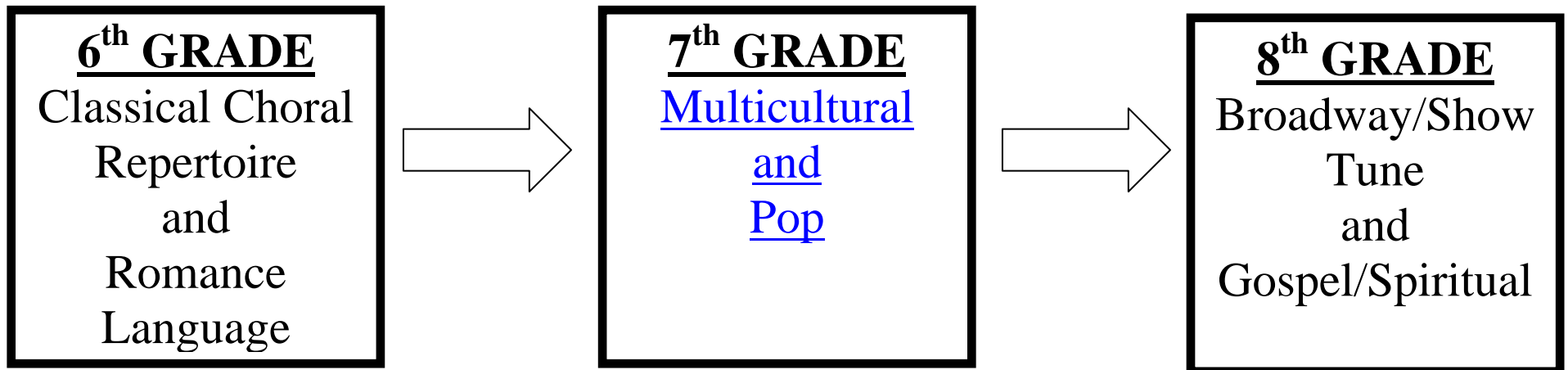
<p><u>Course Goals</u></p> <ul style="list-style-type: none"> • Upon completion of 7th grade chorus, students will successfully complete Skill Level III objectives. • Upon completion of 7th grade chorus, students will successfully complete the 7th grade portion of the Repertoire Map. • Upon completion of 7th grade chorus, students will successfully perform Tasks for Chorus including performing, responding to and evaluating their own performances using appropriate musical terminology. 	<p><u>Instruction Guide</u></p> <ol style="list-style-type: none"> I. All students in the middle school choral program progress through <i>Skill Levels</i>. These skill levels are a continuation of the elementary vocal program. Most students will enter middle school having successfully completed Skill Level I objectives. II. Students in the middle school choral program follow a <i>Repertoire Map</i>. This map enables students to study two genres of music in depth III. Students in the middle school choral program will complete <i>Tasks for Chorus</i> designed to meet state standards for 6-8 music. 	<p><u>Assessments</u></p> <p><i>Common Assessments</i></p> <ul style="list-style-type: none"> • Individual Performances • Group Performances <p><i>Skill Assessments</i></p> <ul style="list-style-type: none"> • Skill Level III - Mastery
<p><u>Content Outline</u></p> <ol style="list-style-type: none"> I. Summary Objective 1 II. Summary Objective 2 III. Summary Objective 3 IV. Summary Objective 4 V. Summary Objective 5 	<p><u>Standards</u></p> <p>Connecticut SDE Arts Curriculum Framework</p> <p>Connecticut State Music Standards are met in the following areas:</p> <ul style="list-style-type: none"> • <i>Vocal</i> • <i>Notation</i> • <i>Analysis</i> 	<p><u>Summary Objectives</u></p> <p>Students will be able to:</p> <ul style="list-style-type: none"> • sing in tune, using solfege syllables, their voice part on a musical excerpt consistent with their ensemble as identified in Fairfield Skill Level III. • sing in a group accurately and expressively, with appropriate tone

	<ul style="list-style-type: none"> • <i>Evaluation</i> • <i>Connections</i> • <i>History and Cultures</i> 	<p>production, repertoire consistent with the ensemble as identified in Fairfield Skill Level III.</p> <ul style="list-style-type: none"> • identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly in performance of music at Skill Level III. • listen to, analyze and describe both live and recorded performances and write critical analyses using correct musical terminology. • listen to, analyze and describe their own performances, and use guiding questions to write a reflection including a description of the interrelationship between music, history, cultures and other academic and artistic disciplines.
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Fairfield Music Department Curriculum

Middle School Choral Repertoire Map

Repertoire selected for each block will reflect the skill level represented in each ensemble:
Fairfield skill levels II - V



<p><u>Ensemble Materials/Resources</u> Used in all Summary Objectives</p> <p>A variety of skill level appropriate choral music representing various styles and genres.</p> <p>Time Theory Packets: 1 A&B, 2 A&B, 3 A&B</p>		<p><u>Skill Objectives</u> Used in all Summary Objectives</p> <p>LEVEL III <u>ENSEMBLE</u></p> <ul style="list-style-type: none"> • Intonation • Blend and Balance • Attacks and Releases • Rhythmic Accuracy • Stage Presence/Concert Etiquette • Evaluating Choral Performance • Reading the Choral Score <p><u>INDIVIDUAL</u> The student will sing a variety of song literature demonstrating correct vocal technique for respiration, phonation, resonant tone production, clear diction and expression in unison and two-part harmony (soprano, alto or octaves) and three-part harmony (soprano I, soprano II, alto or mixed voices). All points stated in Level II will be reinforced in Level III.</p> <ul style="list-style-type: none"> • Posture • Respiration • Tone Production/Phonation & Resonation • Diction • Expression
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Summary Objective 1 [top](#)

Standards

Vocal

Students will sing alone and with others, a varied repertoire of songs.

Students will:

- sing ensemble music in unison and two parts with and without accompaniment.

Unit Objectives

Students will be able to:

- sing in tune, using solfege syllables, their voice part on a musical excerpt consistent with their ensemble as identified in Fairfield Skill Level III.

Task

Individual singing

Assessment

[Chorus Progress Report-Vocal Assessment](#)

Lesson Planning Resources

[Ensemble Materials/Resources](#)

Materials/Resources

- Piano
- Current choral literature
- Choral risers for performance
- Theory Time for Middle School/High School (1A, 1B, 2A, 2B, 3A, 3B) by Karen Wallace and Heather Rathnau
- Supplemental rhythm materials
- Supplemental sight singing materials
- White board

Skill Objectives

[See Above](#)

Technology Resources

- Disklavier piano
- Computer with CD burner
- Presentation station
- CD recorder/MP3 recorder (current recording technology)
- IPOD connection

Differentiated Instruction

Enrichment/ELL

Participation for those who qualify:

- Western Region Music Festival
- Individual School Chamber Choir

Summary Objective 2 [top](#)

Standards

Vocal

Students will sing, alone and with others, a varied repertoire of songs.

Students will:

- sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of 2 and 3, on a scale of 1-6, including some songs performed from memory.
- sing ensemble music in unison and two parts with and without accompaniment.
- demonstrate developing ensemble skills.

Unit Objectives

Students will be able to:

- sing in a group accurately and expressively, with appropriate tone production, repertoire consistent with the ensemble as identified in Fairfield Skill Level III.

Task

Group singing

Assessment

[Chorus Progress Report-Vocal Assessment](#)

Lesson Planning Resources

[Ensemble Materials/Resources](#)

Materials/Resources

- Piano
- Current choral literature
- Choral risers for performance
- Theory Time for Middle School/High School (1A, 1B, 2A, 2B, 3A, 3B) by Karen Wallace and Heather Rathnau
- Supplemental rhythm materials
- Supplemental sight singing materials
- White board

Skill Objectives

[See above](#)

Technology Resources

- Disklavier piano
- Computer with CD burner
- Presentation station
- CD recorder/MP3 recorder (current

Differentiated Instruction

Enrichment/ELL

recording technology) • IPOD connection		
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Summary Objective 3 [top](#)

Standards

Notation

Students will read and notate music

Students will:

- demonstrate the ability to read a vocal score with one and two vocal lines by describing how the elements of music are used.

Unit Objectives

Students will be able to:

- identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation and expression and interpret them correctly in performance of music at Skill Level III.

Task

- Complete written theory worksheets and assessments
- Perform and discuss class choral literature

Assessments

[Chorus Progress Report-Vocal Assessment](#)

Lesson Planning Resources

[Ensemble Materials/Resources](#)

Materials/Resources

- Piano
- Current choral literature
- Choral risers for performance
- Theory Time for Middle School/High School (1A, 1B, 2A, 2B, 3A, 3B) by Karen Wallace and Heather Rathnau
- Supplemental rhythm materials
- Supplemental sight singing materials
- White board

Skill Objectives

[See above](#)

Technology Resources

- Disklavier piano
- Computer with CD burner
- Presentation station
- CD recorder/MP3 recorder (current recording technology)
- IPOD connection

Differentiated Instruction

Enrichment/ELL

Summary Objective 4 [top](#)

Standards

Analysis

Students will listen to, describe, and analyze music

Students will:

- demonstrate knowledge of music vocabulary.

Evaluation

Students will evaluate music and music performances

Students will:

- make informed, critical evaluations of the quality and effectiveness of performances and apply the criteria to their personal participation in rehearsals and curricular concerts.

Unit Objectives

Students will be able to:

- listen to, analyze and describe both live and recorded performances and write critical analyses using correct musical terminology.

Tasks

- Listening and analyses
- Written evaluation of individual and group performance during rehearsals and curricular concerts.

Assessment

[Chorus Progress Report-Vocal Assessment](#)

Lesson Planning Resources

[Ensemble Materials/Resources](#)

Materials/Resources

- Piano
- Current choral literature
- Choral risers for performance
- Theory Time for Middle School/High School (1A, 1B, 2A, 2B, 3A, 3B) by Karen Wallace and Heather Rathnau
- Supplemental rhythm materials
- Supplemental sight singing materials
- White board
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Skill Objectives

[See above](#)

Technology Resources

- Disklavier piano
- Computer with CD burner

Differentiated Instruction

Enrichment/ELL

<ul style="list-style-type: none">• Presentation station• CD recorder/MP3 recorder (current recording technology)• IPOD connection		
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Summary Objective 5 [top](#)

Standards

Analysis

Students will listen to, describe, and analyze music

Students will:

- analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices.
- demonstrate extensive knowledge of music vocabulary.

Evaluation

Students will evaluate music and music performances

Students will:

- make informed, critical evaluations of the quality and effectiveness of performances and apply the criteria in their personal participation in music.
- evaluate a performance by comparing it to similar or exemplary models.

Connections

Students will make connections between music, other disciplines and daily life

Students will:

- explain ways in which the principles and subject matter of various disciplines outside the arts are interrelated with those of music.

History and Cultures

Students will understand music in relation to history and culture.

Students will:

- classify by genre or style and by historical period or culture unfamiliar but representative aural examples of music and explain the reasoning behind their classifications.
- connect music to significant historical and cultural events and times.

Unit Objectives

Students will be able to:

- listen to, analyze and describe their own curricular concert performances, and use guiding questions to write a reflection including a description of

Tasks

- Guided class discussions
- Written evaluation of individual and group performance during curricular concerts

Ensemble

Assessment

Ensemble Performances; Winter and Spring Concerts and written evaluation of individual and group performances of each concert

[Chorus Progress Report-Vocal Assessment](#)

<p>the interrelationship between music, history, cultures and other academic and artistic disciplines.</p> <ul style="list-style-type: none"> listen to, analyze and describe others' performances, and use guiding questions to write a reflection including a description of the interrelationship between music, history, cultures and other academic and artistic disciplines. 	<p>Group study and performance of:</p> <p><u>Multi-cultural</u></p> <ul style="list-style-type: none"> Importance of the social and historical context Importance of the musical content Significance of lyrics in a multi-cultural song <p><u>Pop</u></p> <ul style="list-style-type: none"> Characteristics of Pop Music Song form Concept of a choral arrangement compared to a solo arrangement 	
<p><u>Lesson Planning Resources</u></p> <p>Ensemble Materials/Resources</p>	<p><u>Materials/Resources</u></p> <ul style="list-style-type: none"> Piano Current choral literature Choral risers for performance Theory Time for Middle School/High School (1A, 1B, 2A, 2B, 3A, 3B) by Karen Wallace and Heather Rathnau Supplemental rhythm materials Supplemental sight singing materials White board 	<p><u>Skill Objectives</u></p> <p>See above</p>
<p><u>Technology Resources</u></p> <ul style="list-style-type: none"> Disklavier piano Computer with CD burner Presentation station CD recorder/MP3 recorder (current recording technology) IPOD connection 	<p><u>Differentiated Instruction</u></p>	<p><u>Enrichment/ELL</u></p>