**8th 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

#### Course Goals
- Upon completion of 8th grade chorus, students will successfully complete Skill Level IV objectives.
- Upon completion of 8th grade chorus, students will successfully complete the 8th grade portion of the Repertoire Map.
- Upon completion of 8th grade chorus, students will successfully perform Tasks for Chorus including performing, responding to and evaluating their own performances using appropriate musical terminology.

#### Instruction Guide

I. All students in the middle school choral program progress through *Skill Levels*. 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 *Repertoire Map*. This map enables students to study two genres of music in depth.

III. Students in the middle school choral program will complete *Tasks for Chorus* designed to meet state standards for 6-8 music.

#### Assessments

- **Common Assessments**
  - Individual Performances
  - Group Performances

- **Skill Assessments**
  - Skill Level IV - Mastery

#### Content Outline

| I. Summary Objective 1 |
| II. Summary Objective 2 |
| III. Summary Objective 3 |
| IV. Summary Objective 4 |
| V. Summary Objective 5 |

#### Standards

**Connecticut SDE Arts Curriculum Framework**

Connecticut State Music Standards are met in the following areas:

- **Vocal**
- **Notation**
- **Analysis**
- **Evaluation**

#### Summary 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 IV.
- sing in a group accurately and expressively, with appropriate tone
- **Connections**
- **History and Cultures**

production, repertoire consistent with the ensemble as identified in Fairfield Skill Level IV.

- 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 IV.

- 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.
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

6th GRADE
Classical Choral Repertoire and Romance Language

7th GRADE
Multicultural and Pop

8th GRADE
Broadway/Show Tune and Gospel/Spiritual
<table>
<thead>
<tr>
<th><strong>Ensemble Materials/Resources</strong></th>
<th><strong>Skill Objectives</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Used in all Summary Objectives</td>
<td>Used in all Summary Objectives</td>
</tr>
<tr>
<td>A variety of skill level appropriate choral music representing various styles and genres.</td>
<td><strong>LEVEL IV</strong></td>
</tr>
<tr>
<td>Theory Time Packets: 1 A&amp;B, 2 A&amp;B</td>
<td><strong>ENSEMBLE</strong></td>
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<tr>
<td></td>
<td>- Intonation</td>
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<td></td>
<td>- Blend and Balance</td>
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<td>- Attacks and Releases</td>
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<td>- Rhythmic Accuracy</td>
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<td>- Stage Presence/Concert Etiquette</td>
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<td></td>
<td>- Evaluating Choral Performance</td>
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<tr>
<td></td>
<td>- Reading the Choral Score</td>
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<tr>
<td></td>
<td><strong>INDIVIDUAL</strong></td>
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<tr>
<td>The student will sing a variety of song literature demonstrating correct vocal technique for respiration, phonation, resonant tone production, clear diction, and expression in two-part harmony (soprano, alto or octaves), three-part harmony (soprano I, soprano II, alto; or soprano, alto, baritone), and four part harmony (soprano I, soprano II, alto, baritone, or soprano, alto, tenor, bass). All points stated in levels II and III should be reinforced.</td>
<td>- Posture</td>
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<tr>
<td></td>
<td>- Respiration</td>
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<td>- Tone Production/Phonation &amp; Resonation</td>
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<td>- Diction</td>
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<td>- Expression</td>
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</tbody>
</table>
## 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 IV.

### Tasks

- Individual singing

### Assessment

- Chorus Progress Report-Vocal Assessment

### Lesson Planning Resources

#### Ensemble 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

#### Technology Resources

- Diskclavier 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

### Skill Objectives

See Above
### 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 IV.

<table>
<thead>
<tr>
<th>Task</th>
<th>Assessment</th>
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<tbody>
<tr>
<td>Group singing</td>
<td>Chorus Progress Report-Vocal Assessment</td>
</tr>
</tbody>
</table>

### Lesson Planning Resources

**Ensemble 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

**Technology Resources**

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

### Skill Objectives

See Above
| recording technology) |
| IPOD connection       |
**Summary Objective 3**  

**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 IV.

**Tasks**

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

**Assessment**

Chorus Progress Report-Vocal Assessment

**Lesson Planning Resources**

**Ensemble 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

**Technology Resources**

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

**Differentiated Instruction**

**Skill Objectives**

See Above

**Enrichment/ELL**

Chorus Progress Report-Vocal Assessment
## 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**

- 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

**Technology Resources**

- Diskclavier piano
- Computer with CD burner

### Differentiated Instruction

### Enrichment/ELL

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8th Grade Chorus  
BOE Approved 12/08/2009
- Presentation station
- CD recorder/MP3 recorder (current recording technology)
- IPod connection
Summary Objective 5

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

Tasks
- Guided class discussions
- Written evaluation of individual and group

Assessment
- Ensemble Performances: Winter and Spring Concerts and written evaluation of individual
own curricular concert 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.

- 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.

<table>
<thead>
<tr>
<th>Ensembl...</th>
<th>Chorus Progress Report-Vocal Assessment</th>
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<tbody>
<tr>
<td>performance during curricular concerts and group performances of each concert</td>
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</tbody>
</table>

**Ensemble**
Group study and performance of:

**Broadway/Show tune**
- Importance of music as an integral part of a story
- Characteristics of a musical
- Vocal projection

**Gospel/Spiritual**
- Historical/cultural significance
- Straight vs. syncopated rhythm

### Lesson Planning Resources

**Ensemble 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

### Materials/Resources

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

### Differentiated Instruction

### Enrichment/ELL

- See Above

**Technology Resources**

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