

# 6-12 Choir

Music

Grades 6-12  
Elective Course

## Course Description

The 6-12 choir program is designed to develop a student's ability in vocal music. Basic music reading skills are taught. The student's learn correct posture for singing. Vocal care and proper rehearsal etiquette are practiced. There are cost factors, minimal, for participating in choir. (Full year course)

## Scope and Sequence

Time Frame	Unit	Instructional Sequence
Ongoing	Elements of Music	<ol style="list-style-type: none"><li>1. Pitches, clef and Staves</li><li>2. Note and Rest Values, Time Signatures, Measures and Counting</li></ol>
Ongoing	Performance Skills	<ol style="list-style-type: none"><li>1. Posture</li><li>2. Breath Support</li><li>3. Vocal Tone</li><li>4. Performance Etiquette</li><li>5. Qualities of Musical Performance</li></ol>
Ongoing	History and Culture	<ol style="list-style-type: none"><li>1. Composers, styles and time periods</li><li>2. World Cultures</li></ol>
Ongoing	Cumulative Musical Application	<ol style="list-style-type: none"><li>1. Cumulative Musical Application</li></ol>

## Course Rationale

The Music Department offers band and choir to students interested in studying music. All 6th through 12th grade students may enroll in choir. The course supports students of all proficiency levels and musical experiences.

## Enduring Understandings

In the context of the chorale ensemble, the student will become musically independent in the areas of reading music, sight-singing, choral blend, performance etiquette and skills, and appreciation of choral music literature through study and performance.

## Key Resources

- Selected Octavos
- Various audio and visual choral examples
- Various websites

**UNIT: Music Reading Skills-----Duration:**

### Ongoing

#### Unit Overview

Reading choral music notation

#### Enduring Understandings

Music reading skill is attained through the study of definitions and music symbols.  
Music reading skill is applied in dication of aural music examples.

#### Essential Questions

Why are these symbols on the musical score?

How do you use these music symbols from the score?  
How do you write the notation to show the music you heard?

**Example Assessment Items**

Student will notate a 2-4 measure aural example using standard rhythm and pitch notation  
Sight-Reading tests

**Topic: Music Reading Skills-----Duration: Ongoing**

**Learning Targets**

Students will interpret and explain standard rhythmic notation in simple and compound meters, expressive musical elements, pitch notation, and nonstandard notation symbols.

**UNIT: Choral Blend-----Duration: Ongoing**

**Unit Overview**

Choral Blend

**Enduring Understandings**

Choral blend is achieved through correct intonation, unified diction and balance between voice parts.

**Essential Questions**

Why is unified diction needed for good choral blend?  
How does diction of the text affect the overall blend of the choir?  
Why is balance between voice parts an important part of choral blend?

**Example Assessment Items**

Students will be placed into voice selections based on individual vocal assessment by the instructor.  
Students will be formally assessed during the choral rehearsal in the areas of diction, intonation and balance within and between vocal sections.

**Topic: Choral Blend-----Duration: Ongoing**

**Learning Targets**

The students will demonstrate proper choral singing technique  
Will focus on body alignment, breath support, intonation and pitch accuracy, appropriate choral balance and blend, and diction.

**UNIT: Sight-Singing-----Duration:**

**Ongoing**

**Unit Overview**

Sight-singing in the choral ensemble is the foundation for advancing music reading skills.

**Enduring Understandings**

Solfege syllables, based on the fixed do system, is the foundation of choral sight-singing.  
The ability to sight-sing as an individual will improve the sight-singing ability of the ensemble.

**Essential Questions**

How does identifying the key signature help you identify pitches?  
Why is the time signature significant to the sight-singing process?

**Example Assessment Items**

Given the written key signature, a student will be able to identify the name of the key  
Given a single melody line, the student will be able to sing the line without instrumental assistance.  
Given a multiple voiced music example, the chorus will be able to sing the music without instrumental assistance.

**Topic: Sight-Singing-----Duration: Ongoing**

**Learning Targets**

The students will demonstrate proper choral singing technique.  
Will focus on body alignment, breath support, intonation and pitch accuracy, appropriate choral balance and blend, and diction.

The students will interpret and explain standard rhythmic notation in simple and compound meters, expressive musical elements, pitch notation, and nonstandard notation symbols.

The students will sight read standard musical notation

At level 3 difficulty (level 3 difficulty = moderately difficult; requires fairly developed technical skills, attention to phrasing interpretation, and ability to perform various meters and rhythms in keys of C, F and G) This level matches the MSVMA

**UNIT: Appreciation for Choral Literature-----Duration: Ongoing**

**Unit Overview**

Appreciation for choral literature is necessary for a well-rounded experience

**Enduring Understandings**

Appreciation of choral literature will be attained through the study and musical performance of multiple time periods and cultures.

**Essential Questions**

How does the style of choral music from one time period contrast with the music from a later time period?

Why is it necessary to change the vocal production of music from one culture to another?

**Example Assessment Items**

Given Renaissance music, how would you sing it differently than twentieth century music?

Students will be assessed on their ability to sing the correct diction for a given foreign language.

**Topic: Appreciation for Choral Literature-----Duration: Ongoing**

**Learning Targets**

The student will gain an appreciation of choral literature

**UNIT: Performance Skills-----Duration: Ongoing**

**Unit Overview**

Good performance skills are imperative to the success of a high level performing ensemble

**Enduring Understandings**

Appropriate performance requires the incorporation of well-rehearsed musical skills.

Professionalism in a choir performance includes appropriate concert attire and etiquette.

Critical analysis of a musical performance is an essential part of a music education.

**Essential Questions**

How do proper fundamental skills affect a musical performance?

How does appropriate concert attire and etiquette affect the overall concert performance?

Why is critical analysis valuable to improving musical performance?

**Example Assessments**

Given a recording of a concert performance, a critique will be written.

Given a performance opportunity, the skills learned for that piece can be demonstrated.

Given a set concert attire, students will be expected to maintain the stated uniformity.

Students will display appropriate concert etiquette both on and off stage during performance.

**Topic: Performance Skills-----Duration: Ongoing**

**Learning Targets**

The student can demonstrate appropriate performance skills