



SCHOOL DISTRICT OF MONROE

Preparing for the Future, One Child at a Time

Grade 6 Chorus

Course Description:

The curriculum for this course is developed from the [2017 DPI Wisconsin Music Standards](#) and the [National Core Arts Standards](#). Students that elect to participate in choir as an elective meet every other day throughout the school year. This choir's primary emphasis is on developing beginning choral skills as this is their first opportunity to participate in choir and is non-auditioned and open to all 6th graders. Students will learn the fundamentals of proper vocal technique, basic sight reading skills, music reading skills and ear training. This will be achieved through the study and performance of a wide variety of pedagogically significant choral literature and supplemental materials. Students will have a minimum of three required performances during the school year which includes a winter concert, a pops concert (video presentation), and a spring concert. This course addresses the 2017 WMEA Wisconsin Music Standards by exploring the phenomenon of music creating, music performing, responding to music, and connecting to music. Curriculum is planned on a three year rotation in order to assure growth of students as they progress in choir through high school. Mastery standards will be covered through curriculum during each concert cycle, but may not be explored in depth every school year. The information in this course overview outlines what students should understand and be able to do by the end of the semester/year.

Mastery Standards:

Rehearse and demonstrate the ability to sing and/or play expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat. (MP2.P.17.m)

Demonstrate an understanding of music from aural traditions and through standard and nonstandard notation through performance. (MP2.P.21.m)

Perform collaboratively as a part of an ensemble, demonstrating well developed ensemble skills. (MP2.P22.m)

Perform solos and in small ensembles, contributing performance ideas collaboratively to enhance the performance. (MP2.P.23.m)

Demonstrate proper concert etiquette collaboratively in a rehearsal for a variety of musical settings. (MP2.P.24.m)

Define and demonstrate understanding of foundational musical elements in discussion and written reflections. (MP3.R.9.m)

Express musical ideas through verbal, movement, written, artistic, or technological means. (MP3.R.10.m)

Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. (MP3.R.11.m)

Demonstrate proper concert/audience etiquette for a variety of musical settings. (MP3.R.12.m)

Reflect upon and critique performances using grade appropriate music vocabulary. (MP3.R.13.m)

Analyze the historical and cultural relationships of music's interactions with other disciplines. (MP4.Cn.9.m)

(NOTE: Foundational skills may be the same as the previous level, however, the rigor should increase as skills are applied to a leveled progression of repertoire.)

Unit	Description of Unit and Learning Targets
<p>Unit Title: Vocal Technique (MP2.P.17.m), (MP3.R.10.m)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why must a singer condition the body and voice? • How do we know that a student can “do it?” 	<p>Students will experience the technique of singing that deals with concepts of tone and beauty, musicality, expression, and meaning.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can express what appropriate singing posture looks like. • I can express how to achieve proper breath support while singing • I can express what tone quality/timbre is in relation to the voice • I can express what it means for a singer to have clear diction. • I can express what accurate intonation means in relation to the voice • I can sing with a developmentally appropriate tone quality • I can sing using appropriate posture • I can sing with appropriate breath support • I can sing with clear diction • I can sing with appropriate intonation
<p>Unit Title: Music Literacy and Analysis (MP2.P.21.m), (MP3.R.10.m), (MP3.R.9.m)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • What does learning a foreign language and music literacy have in common? • How is sound organized to make music? • Why does each voice and instrument have its own timbre? • How are patterns used in creating music? • How does understanding the structure and context of music inform a response? 	<p>Students will experience musical literacy by reading, writing, analyzing, discussing, remembering, evaluating, and applying the contents of a musical text.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can identify and explain accurate rhythms within a musical text. • I can identify and explain accurate pitches within a musical text. • I can identify and explain the printed structural notation within a musical text. • I can identify and explain the printed time signatures within a musical text. • I can identify and explain articulations within a musical text. • I can identify and explain dynamics within a musical text. • I can identify and explain tempos within a musical text. • I can accurately create a 4 measure treble clef vocal exercise within specified guidelines
<p>Unit Title: Sight Singing Literacy (MP3.R.10.m)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Why are supportive structures useful when singing a song at sight? 	<p>Students will discover the sight singing process through the Solfege method to learn aural skills, pitch, and sight reading of Western music.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can sight-read a musical text as an individual and/or within an ensemble with developmentally appropriate intonation. (Accuracy, Pitch Adjustment Skills) • I can sight-read a musical text as an individual and/or within an ensemble with developmentally appropriate technique. (Notes, Rhythms, Pulse, Time Signature)
<p>Unit Title: Performing Choral Rehearsals and Performances Solo-Ensemble (MP2.P.17.m), (MP2.P22.m), (MP2.P.23.m), (MP2.P.24.m), (MP3.R.10.m), (MP3.R.12.m), (MP3.R.13.m)</p> <p><u>Essential Questions:</u></p>	<p>Students will experience the performing process through the study of beginning level choral repertoire and small group/solo repertoire that cumulates in concerts and the Solo & Ensemble festival.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can be ready to begin class after the bell rings, with my music, my chromebook, a pencil, and any other necessary materials • I can conduct myself in a manner that is not disruptive of the

<ul style="list-style-type: none"> • Why is it important to observe the conductor, sing, and listen at the same time? • What is “reflection” when discussing musical performances? • Why should we “respect” music if we don’t like the way it sounds? • What value is there in learning a various styles of music? • In today’s society of “anything goes” in music, is there a place for particular etiquette when performing? 	<p>flow of rehearsal.</p> <ul style="list-style-type: none"> • I can act as a positive influence in rehearsal, offering encouragement instead of criticism or negativity. • I can be actively and intently engaged in the rehearsal. • I can demonstrate appropriate etiquette as a performer. • I can demonstrate appropriate etiquette as a listener. • I can sing musical texts of various styles as solos, and/or in a small or large ensemble with developmentally appropriate tone. (Breath support and vowel color). • I can sing musical texts of various styles as solos, and/or in a small or large ensemble with developmentally appropriate intonation. Breath support and pitch adjustment skills. • I can sing musical texts of various styles as solos, and/or in a small or large ensemble with clear and developmentally appropriate diction. Consonant clarity, vowel shape, and enunciation. • I can sing musical texts of various styles as solos, and in a small or large ensemble with developmentally appropriate technique. Posture, pulse, and rhythms. • I can sing musical texts of various styles as solos, and in a small or large ensemble with developmentally appropriate interpretation. Text communication, phrasing, dynamics, tempo, expression, and shaping. • I can sing musical texts of various styles as a solo, and/or in a small or large ensemble with developmentally appropriate choral blend. Blend, listening skills, and harmonic balance. • I can sing musical texts of various styles as in a small or large ensemble with a developmentally appropriate presentation.
<p>Unit Title: Responding and Evaluation (MP3.R.11.m), (MP3.R.13.m)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • Does a performance have to be public to be meaningful? • What criteria do we use to evaluate a performance? • What makes a significant and meaningful performance? • How does the style of music affect the behavior of the audience? 	<p>Students will discover the responding and evaluation process through analyzing their own and others’ choral performances and studying the various genres in Western Music History.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can analyze and describe the structure of varied musical works. • I can evaluate musical works and performances based on established criteria.
<p>Unit Title: Historical/Cultural Connecting (MP3.R.10.m), (MP4.Cn.9.m)</p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> • How does the quality of a live performance differ from that of a recording? • What skills in music can transfer to other areas of your life? 	<p>Musical connections will be explored throughout the course and woven into instruction and discovery of the creating, responding, and performing processes. Students will also have reflection opportunities. Musicians connect personally and with global understandings:</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> • I can demonstrate understanding of the historical and/or cultural context of the music we are learning through verbal and/or written comments. • I can demonstrate understanding of the intended message the artist is trying to convey in the music we are learning through verbal and/or written comments. • I can demonstrate understanding of the connections to topics outside of music in the music we are learning through verbal

	and/or written comments.
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