



# SCHOOL DISTRICT OF MONROE

*Preparing for the Future, One Child at a Time*

## Concert Choir 7

### **Course Description:**

The curriculum for this course is developed from the [2017 DPI Wisconsin Music Standards](#) and the [National Core Arts Standards](#). This is a non-auditioned course designed for 7th graders and other beginning choristers. The curriculum is designed for basic level choral students who have had one or more years of middle level school choral instruction. This course does require public performance. The middle school choir typically has two major concerts, winter and spring, and various smaller performances in one school year. Students also have the opportunity to participate in the WSMA Solo/Ensemble Festival held mid-winter. Music/curriculum is selected for the optimum growth of the students as musicians and choristers change every year. This course addresses the National Core Music Standards by exploring the phenomenon of music creating, music performing, responding to music, and connecting to music. Curriculum continues a two to three year rotation in the middle school and will continue into the high school with the students who continue in choir. Essential understandings will be covered through curriculum during each concert cycle, but may not be explored in depth every school 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)

Perform using expressive qualities and techniques. (MP2.P.18.m)

Discuss own ideas and feedback of others to develop strategies to address technical challenges. (MP2.P.19.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.P.22.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)

***(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><b>Unit Title: Vocal Technique</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does the engagement of the whole body affect vocal technique?</li> <li>• How can tone quality affect the emotional aesthetic in the repertoire?</li> </ul>	<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"> <li>• I can express the connection between vocal technique and various genres of music.</li> <li>• I can vary vocal technique appropriately to authenticate the performance of different genres of music.</li> </ul>
<p><b>Unit Title: Music Literacy and Analysis</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does music terminology directly affect performance?</li> <li>• How does understanding the meaning of music vocabulary words and symbols help students comprehend the language?</li> <li>• How do musicians generate creative ideas?</li> </ul>	<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"> <li>• I can identify and explain accurate pitches within a musical text.</li> <li>• I can identify and explain accurate rhythms within a musical text.</li> <li>• I can identify and explain the printed structural notation within a musical text.</li> <li>• I can identify and explain the printed time signatures within a musical text.</li> <li>• I can identify and explain articulations within a musical text.</li> <li>• I can identify and explain dynamics within a musical text.</li> <li>• I can identify and explain tempos within a musical text.</li> <li>• I can accurately create a 4 measure 2 part vocal exercise within specified guidelines</li> </ul>
<p><b>Unit Title: Sight Singing</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does the relationship between intervals influence sight reading?</li> </ul>	<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"> <li>• I can sight read my voice part in short three part songs with correct pitches, and rhythm.</li> </ul>
<p><b>Unit Title: Performing Choral Rehearsal Performances Solo-Ensemble</b></p> <p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do musicians improve the quality of their performance?</li> <li>• When is a performance judged ready to present?</li> </ul>	<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 &amp; Ensemble festival.</p> <p><u>Learning Targets:</u></p> <ul style="list-style-type: none"> <li>• I can be ready to begin class after the bell rings, with my music, my chromebook, a pencil, and any other necessary materials</li> <li>• I can conduct myself in a manner that is not disruptive of the flow of rehearsal.</li> <li>• I can act as a positive influence in rehearsal, offering encouragement instead of criticism or negativity.</li> <li>• I can be actively and intently engaged in the rehearsal.</li> <li>• I can demonstrate appropriate etiquette as a performer.</li> <li>• I can demonstrate appropriate etiquette as a listener.</li> <li>• I can sing musical texts of various styles in a small or large ensemble with developmentally appropriate tone. (Breath support and vowel color).</li> <li>• 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.</li> </ul>

	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• I can sing musical texts of various styles as in a small or large ensemble with developmentally appropriate presentation.</li> </ul>
<p><b>Unit Title: Responding and Evaluation</b>  <u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How do I react to and judge the quality of unfamiliar music?</li> <li>• How do I allow my first impression to influence my opinion of the music?</li> <li>• On what basis can performances be compared and contrasted?</li> <li>• How do context and the manner in which musical work is presented influence audience response?</li> </ul>	<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"> <li>• I can analyze and describe the structure of varied musical works.</li> <li>• I can evaluate musical works and performances based on established criteria.</li> </ul>
<p><b>Unit Title: Historical/Cultural Connecting</b>  <u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• How does culture affect music?</li> <li>• How does being in a musical ensemble influence your life?</li> <li>• How do musicians make meaningful connections to creating, performing and responding?</li> </ul>	<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"> <li>• I can demonstrate understanding of the historical and/or cultural context of the music we are learning through verbal and/or written comments.</li> <li>• 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.</li> <li>• I can demonstrate understanding of the connections to topics outside of music in the music we are learning through verbal and/or written comments.</li> </ul>