

COURSE: Chorus	GRADE(S): 6
UNIT: Criteria for Performance and Evaluation	

NATIONAL STANDARDS: #6 Listening to, analyzing and describing music #7 Evaluating music and music performance
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STATE STANDARDS: #9.1 Production, Performance and Exhibition of Music #9.3 Critical Response #9.4 Aesthetic Response	UNIT OBJECTIVES: 1. Students will critically evaluate music and musical performance by comparing them to similar or exemplary models. 2. Students will develop criteria and effectiveness of music performances and compositions and apply the criteria in their personal listening and performing. 3. Students will evaluate the quality and effectiveness of their own and others' performances by applying specific criteria appropriate for the style of the music and offer constructive suggestions for improvement. .
ACTIVITIES: *Compare and contrast the strengths and weaknesses of a performance *Evaluate self as both a solo and ensemble performer	ASSESSMENTS: Teacher Observation Teacher check list Self/group critique Oral questioning Written evaluation
RESOURCES: Recorded examples of ensemble performances Family feedback	REMEDIATION/MODIFICATION Assistance-teacher/peer Adjustment-length of time
	ENRICHMENT: Additional written critiques Comparison of self-critiques to professional critiques

COURSE: Chorus	GRADE(S): 6
UNIT: Musical Notation	

NATIONAL STANDARDS: #1 Singing alone and with others a varied repertoire of music #5 Reading and notating music #6 Listening to, analyzing and describing music
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STATE STANDARDS: #9.1 Production, Performance and Exhibition of Music	UNIT OBJECTIVES: 1. Students will accurately read and/or write rhythm patterns using whole, half, quarter notes and their respective rests. 2. Students will accurately read at sight both stepwise and tonic triad melodic patterns in treble clef using standard musical notation. 3. Students will identify, define, and perform standard notation symbols for dynamics and tempo.
ACTIVITIES: Read, write and/or perform rhythmic patterns Using: *whole, half, quarter notes and their respective rests *time signatures including 2/4, 3/4, and 4/4 *sight-singing stepwise melodic patterns in a variety of major keys using traditional solfeggio * read, define and identify traditional terminology for dynamic markings and tempo markings included in the musical score RESOURCES: Rhythm worksheets Sight-singing examples/textbooks Music terminology worksheets	ASSESSMENTS: Teacher Observation Aural Evaluation Teacher check list Self/group critique Oral questioning Written evaluation REMEDIATION/MODIFICATION Assistance-teacher/peer Adjustment-length of time ENRICHMENT: Sight singing tonic triad melodic patterns in a variety of major keys Additional exercises, examples and worksheets

COURSE: Chorus	GRADE(S): 6
UNIT: Rehearsal and Concert Etiquette	

NATIONAL STANDARDS: #7 Evaluating music and music performance

<p>STATE STANDARDS: #9.3 Critical Response #9.4 Aesthetic Response</p>	<p>UNIT OBJECTIVES: 1. Students will be able to perform using appropriate concert etiquette.</p>
<p>ACTIVITIES: Proper singing posture: *Feet, shoulder width apart *Hands at side or behind back *Sitting or standing tall Appropriate rehearsal and concert behavior: *No gum *Focus on conductor *No talking *Walk on stage without jumping Attend rehearsals and concerts Perform appropriate choreography as indicated by director</p> <p>RESOURCES: Recorded examples of ensemble performances Family feedback</p>	<p>ASSESSMENTS: Teacher Observation Teacher-guided student critique of performances Live performance for public</p> <p>REMEDIATION/MODIFICATION Assistance-teacher/peer</p> <p>ENRICHMENT: Solo/soli singing Attend choral concert</p>

COURSE: Chorus	GRADE(S): 6
UNIT: Vocal Repertoire	

<p>NATIONAL STANDARDS:</p> <p>#1 Singing alone and with others a varied repertoire of music</p> <p>#5 Reading and notating music</p> <p>#6 Listening to, analyzing and describing music</p> <p>#7 Evaluating music and music performance</p> <p>#8 Understanding relationships between music, the other arts, and disciplines outside the arts</p> <p>#9 Understanding music in relation to history and culture</p>
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<p>STATE STANDARDS:</p> <p>#9.1 Production, Performance and Exhibition of Music</p> <p>#9.2 Historical and Cultural Contexts</p> <p>#9.3 Critical Response</p> <p>#9.4 Aesthetic Response</p>	<p>UNIT OBJECTIVES:</p> <p>1. Students will sing with expression and technical accuracy a varied repertoire of 2 part (SA) vocal literature.</p> <p>2. Students will compare and contrast music from various cultures and time periods.</p> <p>3. Students will describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p> <p>3. Students will clarify by genre, style, historical period, composer and title a varied body of musical works.</p>
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<p>ACTIVITIES:</p> <p>Sing choral literature in various styles including spirituals, folk songs, jazz, pop, patriotic, holiday and/or gospel as well as traditional choral repertoire with emphasis on the following concepts:</p> <ul style="list-style-type: none"> *performing individually and in small and large groups *performing with proper concert etiquette *singing in tune *proper blend and balance *responding to the conductor *pitch and rhythm accuracy *proper phrasing *proper expression <p>Students will:</p> <ul style="list-style-type: none"> *listen to musical examples representing a variety of musical styles, eras, cultures and composers *discuss the similarities and differences of choral music written by various composers <p>RESOURCES:</p> <p>Vocal warm-up resources</p> <p>Two part octavos (SA) including:</p> <ul style="list-style-type: none"> *two part harmony *partner songs *descants <p>Rehearsal recordings</p> <p>Recorded examples of music representing various musical styles, eras, cultures and composers</p>	<p>ASSESSMENTS:</p> <p>Teacher Observation</p> <p>Aural Evaluation</p> <p>Teacher check list</p> <p>Self/group critique</p> <p>Oral questioning</p> <p>REMEDIATION/MODIFICATION</p> <p>Rehearsal Assistance-teacher/peer</p> <p>Student Study Recording</p> <p>ENRICHMENT:</p> <p>Additional vocal repertoire</p> <p>Participation in Choral Festivals</p> <p>Adjudications</p>
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COURSE: Chorus	GRADE(S): 6
UNIT: Vocal Technique	

NATIONAL STANDARDS: #1 Singing alone and with others a varied repertoire of music #6 Listening to, analyzing and describing music #7 Evaluating music and music performance
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STATE STANDARDS: #9.1 Production, Performance and Exhibition of Music. #9.3 Critical Response #9.4 Aesthetic Response	UNIT OBJECTIVES: 1. Students enrolled in the choral program will sing a varied repertoire of music with good breath control throughout their singing ranges both alone and with others.
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ACTIVITIES: Singing a varied repertoire of music with emphasis on the following concepts: *correct singing posture *correct breathing skills *proper diction (vowels and consonants) *intonation awareness *proper care and use of the voice RESOURCES: Vocal warm-up resources Vocal Octavos Choral folder Rehearsal recordings	ASSESSMENTS: Teacher Observation Aural Evaluation Teacher check list Self/group critique Oral questioning REMEDIATION/MODIFICATION Rehearsal Assistance-teacher/peer Student Study Recording ENRICHMENT: Additional vocal repertoire Participation in Choral Festivals Adjudications
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COURSE: Elementary General Music	GRADE(S): Six
UNIT: Form, Analysis and Listening	

NATIONAL STANDARDS: #5 Reading and Notating Music #6 Listening to, analyzing, and describing music #7 Evaluating music and music performances #8 Understanding relationships between music, the other arts and disciplines outside the arts
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STATE STANDARDS: #9.3.5 Critical Response	UNIT OBJECTIVES: <ol style="list-style-type: none"> 1. Students will be able to explore sections within a piece of music, both aurally and visually. 2. Students will be able to recognize orchestral families and their members aurally and visually, including methods of tone production. 3. Students will be able to follow musical symbols/notation including tempo and dynamics to show form. 4. Students will be able to aurally identify major and minor tonalities. 5. Students will be able to identify simple music forms when presented aurally. 6. Students will be able to demonstrate perceptual skills through aural examples of music. 7. Students will be able to listen and perform examples of music of various styles representing diverse cultures. 8. Students will be able to identify various singing ranges (Soprano, Alto, Tenor, Bass). 9. Students will be able to identify: <ul style="list-style-type: none"> Introduction/Coda Phrases (long/short) Same/different Solo/chorus AB (verse/refrain) ABA Rondo D.C. al Fine D.S. al Fine Repeat sign Call and Response ABC 1st and 2nd endings Theme and Variations Tempo: <ul style="list-style-type: none"> Presto Moderato Allegro Ritardando Accelerando Largo Dynamics: <ul style="list-style-type: none"> Piano Forte Mezzo piano Mezzo forte
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	<p>Pianissimo Fortissimo Crescendo Decrescendo Accent</p>
<p>ACTIVITIES: Use contrasting physical movement to match music (snap/tap/clap) Sing and identify verse and refrain (AB, ABA, ABC and Rondo forms) Evaluate likes and dislikes with regards to hearing</p> <p>RESOURCES: Spotlight on Music-McMillan/McGraw-Hill Various supplemental resources, video & audio recordings Music K-8 Music Express Classroom instruments Worksheets</p>	<p>ASSESSMENTS: Teacher observation Verbal question/answer Pencil/paper tests and worksheets Rubric evaluation</p> <p>REMEDIATION: Review previously taught concepts through new materials Guided listening</p> <p>ENRICHMENT: Attend live performance Classroom performance to demonstrate specified form (AB, ABA, ABC and Rondo forms) Use of various technology, including computer software Compose</p>

COURSE: Elementary General Music	GRADE(S): Six
UNIT: Instruments	

NATIONAL STANDARDS: #2 Performing on instruments, alone and with others, a varied repertoire of music #3 Improvising melodies, variations, and accompaniments
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STATE STANDARDS: #9.1.5 Production, Performance and Exhibition of Music	UNIT OBJECTIVES: 1. Students will be able to demonstrate proper playing techniques of pitched and unpitched classroom instruments. 2. Students will be able to identify instrumental ensembles (duet, trio, quartet, quintet).
ACTIVITIES: Play melodic patterns (ostinatos) and melodic fragments Perform accompaniments and melodies using body percussion and/or classroom instruments Play instruments in combination Play syncopated patterns	ASSESSMENTS: Teacher observation Verbal question/answer Self-critique/analysis Rubric evaluation Pencil/paper tests and worksheets
RESOURCES: Spotlight on Music-McMillan/McGraw-Hill Various supplemental resources, video & audio recordings Music K-8 Music Express Classroom instruments Instrument posters Worksheets Instrumental teacher	REMEDICATION: Review previously taught concepts through new materials Playing musical games Guided listening
	ENRICHMENT: Attend live performance Give live classroom performance Participate in classroom ensemble Use of various technology, including computer software Participate in Band

COURSE: Elementary General Music	GRADE(S): Six
UNIT: Melody and Harmony	

NATIONAL STANDARDS: #2 Performing on instruments, alone and with others, a varied repertoire of music #3 Improvising melodies, variations, and accompaniments #5 Reading and Notating Music
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STATE STANDARDS: #9.1.5 Production, Performance and Exhibition of Music	UNIT OBJECTIVES: 1. Students will be able to use a system (that is syllables, numbers, or letters) to read simple pitch notation in the treble clef. 2. Students will be able to aurally and visually identify, respond and demonstrate long and short/same and different phrases. 3. Students will be able to aurally and visually identify melodic direction (upward/downward/repeated patterns). 4. Students will be able to aurally and visually identify melodies that move by step and leap. 5. Students will be able to recognize melodic repetition, rhythm and ostinatos. 6. Students will be able to aurally identify major and minor tonalities. 7. Students will be able to recognize the following music symbols: Treble Clef (G-Clef) Phrase marking Staff Octaves
ACTIVITIES: Identify lines and spaces on a staff Sing and read musical phrases correctly Play various types of melodic phrases/ harmonies/ostinatos Sing and play melodic sequence and imitation using solfeggio RESOURCES: Spotlight on Music-McMillan/McGraw-Hill Various supplemental resources, video & audio recordings Music K-8 Music Express Classroom instruments Worksheets	ASSESSMENTS: Teacher observation Rubric evaluation Pencil/paper tests and worksheets REMEDIATION: Review previously taught concepts through new materials Playing musical games Guided listening ENRICHMENT: Attend live performance Give live classroom performance Perform a melody or harmony on a pitched instrument Use of various technology, including computer software Compose/improvise

COURSE: Elementary General Music	GRADE(S): Six
UNIT: Music Appreciation	

NATIONAL STANDARDS: #7 Evaluating music and music performances #8 Understanding relationships between music, the other arts and disciplines outside the arts #9 Understanding Music in relation to history and culture

STATE STANDARDS: #9.2.5 Historical and Cultural Context #9.4.5 Aesthetic Response	UNIT OBJECTIVES: 1. Students will be able to display proper concert etiquette. 2. Students will be able to recognize various musical styles including folk, symphonic, jazz, modern, program music, ballet, Broadway musicals and opera. 3. Students will be able to differentiate between various dynamics (p,f, mp, ff, pp, crescendo, decrescendo and listen to music in a variety of styles, accent). 4. Students will be able to listen to music in a variety of styles and cultures. 5. Students will be able to identify AB, ABA, ABC, Theme and Variations, Rondo, and Call and Response forms.
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ACTIVITIES: Discuss how musical elements affect mood Discuss and practice appropriate concert etiquette (sit quietly, hands and feet to yourself, appreciation shown by clapping, remain seated throughout the program) Study music from composers from various time periods and cultures (Bach, Beethoven, Brahms, Mozart, Prokofiev, Tchaikovsky, Copland, Haydn, Grofe, Gershwin, etc.) Discuss the composer's choice of instruments resulting in changing tone color. Experience various styles of music through listening and live performances (including but not limited to): Folk Music Symphonic Music Jazz Broadway musicals Modern Music Program Music RESOURCES: Spotlight on Music-McMillan/McGraw-Hill Various supplemental resources, video & audio recordings Music K-8 Music Express Listening Maps Worksheets Composer posters	ASSESSMENTS: Teacher observation Verbal question/answer Pencil/paper tests and worksheets Rubric evaluation REMEDIATION: Guided listening activities ENRICHMENT: Attend live performance Use of various technology, including computer software Compose
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COURSE: Elementary General Music	GRADE(S): Six
UNIT: Rhythm and Time	

NATIONAL STANDARDS: #2 Performing on instruments, alone and with others, a varied repertoire of music #3 Improvising melodies, variations, and accompaniments #5 Reading and Notating Music
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STATE STANDARDS: #9.1.5 Production, Performance and Exhibition of Music	UNIT OBJECTIVES: 1. Students will be able to develop the ability to recognize, read, write, and/or perform: <ul style="list-style-type: none"> Simple rhythmic notation Even and uneven rhythm patterns Tempo(fast/slow): <ul style="list-style-type: none"> Presto Moderato Allegro Ritardando Accelerando Largo Steady beat/no beat/strong beat/weak Beat Meter in 2's, 3's, 4's and 6/8 Articulation (legato/staccato) Rhythmic note values (Kodaly): <ul style="list-style-type: none"> Quarter note (ta) Eighth note (ti-ti) Quarter rest (silence) Whole note (ta-a-a-a) Half note (ta-a) Dotted half note (ta-a-a) Dotted quarter note (ta-i) Sixteenth notes (ti-ka-ti-ka) Syncopation (syn-co-pa) Fermata Tie Measure Repeat Sign Bar line Double bar line
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ACTIVITIES: Clap/walk etc. to show steady beat and/or strong and weak beat Echo clap and echo sing, with proper rhythm Use worksheets to reinforce reading rhythmic notation Clap and play syncopated patterns (syn-co-pa) Play classroom instruments Conduct/walk/clap/jump etc. to demonstrate the various meter groupings in 2's, 3's, 4's, and 6/8 Clap or play ostinato patterns on instruments	ASSESSMENTS: Teacher observation Verbal question/answer Pencil/paper tests and worksheets REMEDICATION: Review previously taught concepts through new materials Playing musical games Guided listening
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RESOURCES:

Spotlight on Music-McMillan/McGraw-Hill
Various supplemental resources, video & audio recordings
Music K-8
Music Express
Classroom instruments
Worksheets

ENRICHMENT:

Attend live performance
Give live classroom performance
Use of various technology, including computer software
Compose
Student led activities

COURSE: Elementary General Music	GRADE(S): Six
UNIT: Singing	

NATIONAL STANDARDS: #1 Singing alone and with others a varied repertoire of music
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STATE STANDARDS: #9.1.5 Production, Performance and Exhibition of Music	UNIT OBJECTIVES: 1. Students will be able to develop independent and proper vocal techniques, methods, and concepts. 2. Students will be able to develop confidence in singing. 3. Students will be able to identify various singing ranges (Soprano, Alto, Tenor, Bass)
ACTIVITIES: Match pitches (echo sing/call & response) Expand expressive control of the voice Sing with appropriate tone quality, posture, diction, breathing, and dynamics Experience group singing with confidence Sing songs from diverse cultures Perform choral speaking	ASSESSMENTS: Teacher observation Verbal question/answer Self-critique/analysis Rubric evaluation Pencil/paper tests and worksheets
RESOURCES: Spotlight on Music-McMillan/McGraw-Hill Various supplemental resources, video & audio recordings Music K-8 Music Express	REMEDICATION: Review previously taught concepts through new materials Vocal games Cumulative song Guided listening
	ENRICHMENT: Classroom solo performance Attend live performance Lead echo singing Use of various technology, including computer software Sing ostinatos/counter melodies/two-part rounds/canons/partner songs/chord roots