

Calendar-Based Curriculum Map: Music

Middle School Choir

Fall Semester

	1st Quarter – Leadership Preparation (6th grade is in PE)	2nd Quarter – Winter Concert Preparation
Essential Questions	<ul style="list-style-type: none"> • What does good vocal technique sound and feel like? • What is the difference between choral art music and popular vocal music? • How do I develop a natural, relaxed vocal technique? 	<ul style="list-style-type: none"> • Same questions as 1st quarter, esp. for 6th graders. • How do I concentrate only on my section's part so we have harmony? • What goes into preparing for a choral performance?
Concepts	<ul style="list-style-type: none"> • Review all concepts from previous years • Continue developing awareness of balance, blend, posture, breathing, enunciation, articulation • Grade I tonal, rhythmic, formal, and expressive elements • Vocalises designed to develop the voice 	<ul style="list-style-type: none"> • Continue developing awareness of balance, blend, posture, breathing, enunciation, articulation • Grade II tonal, rhythmic, formal, and expressive elements • Vocalises designed to develop the voice
Skills	<ul style="list-style-type: none"> • Review all skills from previous years • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The ability to read at sight the Grade I elements learned so far ➢ The ability to perform Grade I or higher choral music with ample preparation time 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher choral music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole choir) singing • Formal evaluation of weekly individual singing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in fall performance event(s) 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole choir) singing • Formal evaluation of weekly individual singing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in winter concert in December
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Choir binder with notebook paper (student provided) • Pencil (student provided) • Handouts for binder 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Choir binder with notebook paper (student provided) • Pencil (student provided) • Handouts for binder

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Middle School Choir

Spring Semester

	3rd Quarter – Solo & Ensemble	4th Quarter – Concert / Sight Reading Festival
Essential Questions	<ul style="list-style-type: none"> • Are there special skills needed when singing a solo or in a small ensemble? 	<ul style="list-style-type: none"> • How can we use judges' comments to improve individually and as a group?
Concepts	<ul style="list-style-type: none"> • Solo, accompanying, chamber music etiquette • Tonality, key, major, minor, natural vs. harmonic and melodic • Key Signature Rap • All Grade I and selected Grade II tonal, rhythmic, formal, and expressive elements 	<ul style="list-style-type: none"> • Continue working on developing literacy at Grade II level and begin working on Grade III elements
Skills	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher choral music with ample preparation time 	<ul style="list-style-type: none"> • Demonstrate the following with developmentally appropriate characteristic tone, pitch and rhythmic accuracy, intonation, and ensemble blend and balance: <ul style="list-style-type: none"> ➢ The ability to read at sight the Grade II elements learned so far ➢ The ability to perform Grade II or higher choral music with ample preparation time
Assessment	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole choir) singing • Formal evaluation of weekly individual singing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in solo festival in March 	<ul style="list-style-type: none"> • Informal evaluation of daily individual, section, and tutti (whole choir) singing • Formal evaluation of weekly individual singing • Periodic worksheets over concepts and skills learned in class • Occasional written quizzes and tests over concepts and skills learned in class • Attendance and participation in spring festival and concert In April/May
Resources	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Choir binder with notebook paper (student provided) • Pencil (student provided) • Handouts for binder • Sheet music (in preparation for spring festival and concert) 	<ul style="list-style-type: none"> • PHR6 Music Website: www.freewebs.com/phpiratesmusic • Choir binder with notebook paper (student provided) • Pencil (student provided) • Handouts for binder • Sheet music