

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

6th Grade Chorus

Curriculum Writing Committee: Mrs. Laura Curchoe and Mr. Richard Horst

Grade Level: 6

Date of Board Approval: ____ 2021 ____

DELAWARE VALLEY SCHOOL DISTRICT

Daily Performance & Participation	50%
Classwork & Homework	25%
Performance	25%

Curriculum Map

Overview:

Students will be able to sing a variety of traditional, contemporary, and world music choral literature. Throughout the year students will be able to increase the quality of their tone production through healthy vocal techniques, and be able to sing in two to three parts consistently and accurately. The students will be able to increase their aural skills to identify and sing intervals and echo patterns of a major scale. The students will also build upon their knowledge of music theory, helping them to be able to identify and perform all dynamic levels, and increase their understanding of rhythm. Students will increase their musical literacy through sight-singing. Students will learn to analyze their work and that of others to improve their own performance.

This course is offered as a semester and/or full year curriculum. All units are considered ongoing because content of the units is addressed daily.

Goals:

1. Marking Period One -Overview with time range in days: 27

Understanding of:

Increase Vocal Technique

Improve Sound Production

How to increase tone and sound quality?

Apply these skills to choral repertoire.

2. Marking Period Two -Overview with time range in days: 27

Understanding of:

Independent part singing

Relationship of part singing to the major scale.

3. Marking Period Three -Overview with time range in days: 27

Understanding of:

Various dynamics markings

Various tempo markings

Reading rhythms in the context of repertoire in the written score

DELAWARE VALLEY SCHOOL DISTRICT

4. Marking Period Four –Overview with time range in days: 27

Understanding of:

Harmony within the context of pre-existing knowledge of singing, and theoretical knowledge.

Independence, while executing their pre-existing knowledge of sound production, aural skills, and theoretical knowledge.

Big Ideas

Big Idea #1: Increase Quality of Tone Production

Big Idea #2: Singing with Independence

Big Idea #3: Echoing Patterns

Big Idea #4: Identifying and Performing Intervals

Big Idea #5: Dynamics

Big Idea #6: Rhythms

Big Idea #7: Music Literacy

Big Idea #8: One must be prepared for a great performance.

Big Idea #9: Knowing the culture and intent of a work is necessary for a great performance.

Textbook and Supplemental Resources:

Melodic patterns, simple songs, choral repertoire.

Recorded samples of singing found at www.youtube.com

Scales, tonal patterns and melodic patterns.

Websites: www.youtube.com, www.teoria.com, and www.musictheory.net

Worksheets, repertoire, sight-singing books.

Recordings, Repertoire, Video examples

The Sight Singer, Vol. 1, Alfred, 1993, ISBN #: 13:978-0-7692-1989-9

DELAWARE VALLEY SCHOOL DISTRICT

Curriculum Plan

Unit 1: Vocal Production

Time / Days: Ongoing

Pennsylvania Academic Standards Addressed:

9.1.8.A, 9.1.8.B, 9.1.8.G, 9.1.8.H, 9.2.8.E, 9.3.8.A, 9.3.8.F

National Core Arts Anchors addressed:

MU:Pr4.1.E.8a, MU:Pr4.2.E.5a, MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re7.1.E.8a, MU:Re9.1.E.8a, MU:Cn10.0.H.8a,

Eligible Content:

- Teaching students to become independent singers in order to maintain their own part while performing music that has multiple parts.
- Instruction on proper support, posture, embouchure, and openness in order to create the best and most efficient sound.
- Experience of a wide variety of repertoire.

Objectives:

- Students will synthesize elements of natural, healthy vocal production. (DOK Level 4)
- Students will identify the main characteristics of healthy vocal production. (DOK Level 1)
- Students will assess examples of impediments to natural and healthy vocal production. (DOK Level 3)
- Students will apply these concepts to performance of a varied repertoire of music. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Introduce concepts of natural, healthy singing. Interacting with students for each of the following ideas:
 - Elements of natural, healthy breath.
 - Explanation of openness of sound production.
- Upon hearing students sing simple melodies and/or patterns, the teacher will identify what students are doing well, and address areas to be corrected.
- Students will sing with proper technique in the context of choral repertoire.

DELAWARE VALLEY SCHOOL DISTRICT

- Students will identify specific characteristics in examples of less than exemplary singing.

Assessments:

- Diagnostic:** Daily teacher observation.
- Formative:** Questioning of the contrast of sensation between doing it correctly vs. incorrectly.
- Summative:** Sing excerpts of choral literature with natural, healthy production.
Identify problems in examples of less than exemplary singing.

Unit 2- Aural Skills

Time / Days: Ongoing

Pennsylvania Academic Standards Addressed:

9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.1.8.J, 9.1.8.K, 9.2.8.E, 9.3.8.A, 9.3.8.B, 9.3.8.F

National Core Arts Anchors addressed:

MU:Cr2.1.E.8a, MU:Cr3.1.E.8a, MU:Cr3.2.E.8a, MU:Pr4.1.E.8a, MU:Pr4.2.E.5a, MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re9.1.E.8a, MU:Cn10.0.H.8a

Eligible Content:

- Identification and reproduction of intervals within the range of an octave
- Reproduction of major tonal patterns, up to 16 beats long.
- Application of this knowledge and understanding in the context of choral repertoire.

Objectives:

- Students will be able to identify and reproduce intervals within the range of an octave. (DOK Level 1)
- Students will be able to repeat tonal patterns major keys, up to 16 beats long. (DOK Level 1)
- Students will be able to apply concepts in context to choral repertoire. (DOK Level 4)

DELAWARE VALLEY SCHOOL DISTRICT

Core Activities and Corresponding Instructional Methods:

- Students will sing major and mixolydian scales and I, IV, & V tonal patterns.
- Students will identify intervals within the scales and tonal patterns.
- Students will be able to sing the intervals of a 4th, 5th, and octave.
- Students understanding will be assessed by given melodic and tonal patterns to echo.
- Beginning with short, simple patterns, the length and difficulty will gradually increase.

Assessments:

Diagnostic: Daily observation and monitoring.

Formative: Assess the level of difficulty and length of the patterns students are able to identify.

Summative: Compare the level of difficulty and length of patterns that students experience success from the beginning of the session to the end, and from the beginning of the course to the end.

Unit 3:

Theoretical Skills

Time / Days: Ongoing

Pennsylvania Academic Standards Addressed:

9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.G, 9.1.8.J, 9.1.8.K, 9.2.8.A, 9.2.8.D, 9.2.8.E, 9.2.8.G, 9.2.8.J, 9.2.8.K, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.E, 9.3.8.F

National Core Arts Anchors addressed:

MU:Cr2.1.E.8a, MU:Cr3.1.E.8a, MU:Cr3.2.E.8a, MU:Pr4.1.E.8a, MU:Pr4.2.E.5a, MU:Pr4.3.E.8a, MU:Pr5.3.E.8a, MU:Pr6.1.E.8a, MU:Pr6.1.E.5b, MU:Re7.1.E.8a, MU:Re7.2.E.8a, MU:Re8.1.E.8a, MU:Re9.1.E.8a, MU:Cn10.0.H.8a, MU:Cn10.0.H.8a.

Eligible Content:

- Use the printed score of music to communicate what the composer intended.
- Work with singing pitches and rhythms with accuracy.
- Being expressive through the use of correct tempo and dynamics.

Objectives:

- Students will be able to accurately read and notate music. (DOK Level 4)

DELAWARE VALLEY SCHOOL DISTRICT

- Students will be able to identify musical elements such as tempo and dynamics. (DOK Level 1)
- Students will be able to demonstrate proper rehearsal and performance techniques. (DOK Level 4)
- Students will formulate concepts to display appropriate performance practice. (DOK Level 3)

Core Activities and Corresponding Instructional Methods:

- Students will review the purpose and meaning of key signatures.
- Students will be able to find the tonic (resting tone), both on the page, and, given context, vocally.
- Students will be able to sing melodic patterns in exercises and in literature, on sight, in solfege.
- Students will review the purpose and meaning of meter signatures.
- Students will count rhythm exercises and in literature.
- Students will be able to identify and reproduce various markings of tempo and dynamics in both English and Italian, as well as through symbols.
- Students will be able to sight-sing through appropriate exercises and literature.

Assessments:

Diagnostic: Daily observation and Questioning

Formative: Demonstration of concepts, asking a deeper level of questions

Summative: Quiz on dynamics and tempo terms; Sing examples of sight-singing

DELAWARE VALLEY SCHOOL DISTRICT

Unit 4: Performance Skills

Time Range in Days: 40 Days

Pennsylvania Academic Standards Addressed:

9.1.8.A, 9.1.8.B, 9.1.8.C, 9.1.8.E, 9.1.8.F, 9.1.8.G, 9.1.8.H, 9.1.8.I, 9.1.8.J, 9.2.8.A, 9.2.8.B, 9.2.8.C, 9.2.8.D, 9.2.8.E, 9.2.8.G, 9.2.8.I, 9.2.8.J, 9.2.8.K, 9.2.8.L, 9.3.8.A, 9.3.8.B, 9.3.8.C, 9.3.8.D, 9.3.8.E, 9.3.8.G, 9.4.8.A, 9.4.8.B

National Core Arts Anchors Addressed:

MU:Cr3.1.E.8a, MU:Pr4.2.E.8a, MU:Pr5.3.E.8a, MU:Pr6.1.E.1a, MU:Pr6.1.E.8b, MU:Re9.1.E.8a, MU:Cn10.0.H.8a

Goals:

- To understand the depth and level of preparation necessary for a piece of music to be performance-ready.

Objectives:

- Students will apply their broad knowledge of the various characteristics of good choral singing to their repertoire in order to share a public performance. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Students will work through learning their repertoire on a daily basis.
- Students will analyze their work as they are learning; improving as many characteristics of the work as they can.
- Students will exemplify, alone, in small groups, and in larger groups, their own level of preparedness on parts of their repertoire. Following their examples, students will again analyze where they are personally.
- Students will listen to and watch recorded examples of well-prepared ensembles.
- Students will discuss what they need to do to be more performance-ready.

Assessments:

Diagnostic: Dailey questions/answers regarding where we are in preparation.

Formative: Students will display their ability to improve their own performance based on their own recognition of what needs to be improved upon.

Summative: Students will perform their repertoire in a public concert.

DELAWARE VALLEY SCHOOL DISTRICT

Checklist to Complete and Submit with Curriculum:

- _____ A hard copy of the curriculum using The template entitled "Planned Instruction," available on the district website
- _____ Hard copies of all supplemental resources not available electronically
- _____ The primary textbook form(s)
- _____ The appropriate payment form, in compliance with the maximum curriculum writing hours noted on the first page of this document
- _____ A USB/Flash Drive containing a single file that will print the curriculum in its intended sequence from beginning to end and all supplemental resources that are available in electronic format.

Each principal and/or department chair has a schedule of First and Second Readers/Reviewers. Each Reader/Reviewer must sign & date below.

First Reader/Reviewer Printed Name _____

First Reader/Reviewer Signature _____ Date _____

Second Reader/Reviewer Printed Name: John Staub

Second Reader/Reviewer Signature : *John Staub*

Date: 7/1/21