

DELAWARE VALLEY SCHOOL DISTRICT

PLANNED INSTRUCTION

A PLANNED COURSE FOR:

7th & 8th Grade Chorus

Curriculum Writing Committee:

Richard Horst

Grade Level: 7 & 8

Date of Board Approval: 2021

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Daily Preparation and Performance	50 %
Classwork / Homework	25 %
Concert Performance	25%

Curriculum Map

Overview:

In 7th & 8th Grade Chorus, students will continue to learn about the choral art as they sing a variety of choral literature representing traditional, contemporary, and world music. Throughout the year students will be increase their quality of tone production through the implementation of healthy vocal techniques, and will be able to sing in three or more parts of mixed voices consistently and accurately. The students will increase their aural skills to identify and sing intervals of a major and minor scales, as well as echo patterns. The students will also build upon their understanding of music theory to identify and perform all dynamic levels, tempos, have a greater understanding of rhythm, and will increase their literacy of standard notation through sight-singing of exercises and repertoire. Through the repertoire, students will gain a unique glimpse into various cultures and people groups through time.

Concepts learned throughout this course spiral, adding understanding and developing continually as they are used and applied throughout the length of the course. While learning new things throughout the year, students will experience some of the concepts long before they recognize and identify them in the setting of a formal lesson on that concept. Students will be able to recognize, synthesize and communicate what they experience.

Time/Credit for the Course: 1 credit – 180 days

Goals:

1. Marking Period One -Overview with time range in days: 45

Understanding of:

- Good, healthy vocal technique and sound production
- Reading standard music notation independently

2. Marking Period Two -Overview with time range in days: 45

Understanding of:

- Greater understanding of the relationship of the major and minor scale.
- Growing independence of part singing in the context of key/key signature
- Analyzing and discerning the level of accuracy of performance

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3. Marking Period Three -Overview with time range in days: 45

Understanding of:

- Identification and reproduction of dynamics and their application to the written score
- Identification and reproduction of tempo and its application to the written score
- Understanding how to read rhythms in various meters in the context of repertoire and the written score

4. Marking Period Four –Overview with time range in days: 45

Understanding of:

- Singing independently while executing the pre-existing knowledge of sound production, aural skills, and theoretical knowledge
- Maintaining one's own part while other voice parts are present
- Analyzing and discussing the effectiveness of a performance based on prior knowledge taught and experienced earlier in the year

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: Music Literacy

Big Idea #6: Rhythm

Big Idea #7: Dynamics

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

Big Idea #2: Knowing the culture and intent of a work is necessary for a great performance.

Primary Textbook(s) Used for this Course of Instruction

The primary resource used in this course is the repertoire presented to and by the students.

Throughout the course the following will be utilized:

Melodic patterns, simple songs.

Scales, tonal patterns and melodic patterns.

Worksheets, repertoire, sight-singing books.

Recordings, Video examples

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Curriculum Plan

Unit 1: **Vocal Production**

Time Range in 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:

- Ability to identify and reproduce intervals within the range of an octave.
- Reproduce tonal patterns in both major and minor keys, up to 16 beats long.
- Apply this knowledge and understanding of intervals and tonal patterns to the context of choral 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.

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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.

Unit 2: **Aural Skills**

Time Range in 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:

- Given tonal examples increasing in length and tonal difficulty, students will echo these patterns to include up to five pitches in a variety of intervals.
- Students will be able to identify by ear basic intervals of major and minor scale in both ascending and descending format.

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 in both major and minor keys, up to 16 beats long. (DOK Level 1)
- Students will be able to apply concepts in context to choral repertoire. (DOK Level 4)

Core Activities and Corresponding Instructional Methods:

- Students will sing major and minor scales and I, IV, & V tonal patterns, reviewing these until they can distinguish them from one another.
- Students will identify intervals within the scales and tonal patterns.
- 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.

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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 Range in 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:

- Students will be able to use the printed score of music to communicate what the composer intended.
- Understanding of accuracy of pitches, rhythms, and expression through correct tempo and dynamics.

Objectives:

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

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Core Activities and Corresponding Instructional Methods:

- Students will review the purpose and meaning of key signatures.
- Students will be able to identify if a piece is major or minor, and be able to find the tonic (resting tone), both on the page, and to vocalize it.
- Students will be able to sight-sing through appropriate exercises and 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.

Assessments:

Diagnostic:

- Daily observation
- Questioning

Formative:

- Demonstration of concepts
- Deeper level of questions.

Summative:

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

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.

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- To gain confidence in their own music making, and to realize the experience of doing so in public.

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.

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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