Chorus Grades 6 and 7 Overview

Content Area: **Music**
Course(s): **Chorus 6, Chorus 7**
Time Period:
Length: **N/A**
Status: **Published**

Course Overview

COURSE DESCRIPTION

Chorus is an alternate day, full year elective course offered to 6th and 7th grade students. As an alternate day course, students can expect a minimum of two or three 42-minute rehearsals each week. Chorus students should anticipate additional after school rehearsals in preparation of public performance. Choral students are required to attend all performances as part of the course requirement. Qualified advanced students are encouraged to audition for Regional Intermediate Chorus.

The course emphasizes fundamentals of ensemble singing through study and performance of quality vocal music. Study and application of vocal techniques and music literacy are included.

PRIMARY CONTENT AREA AND SECONDARY AREAS OF FOCUS

NJ Student Learning Standards		NJ Student Learning Standards		NJ Student Learning Standards	
1. Visual and Performing Arts	P	5. Science		9. 21st Century Life and Careers	S
2. Health and Physical Education		6. Social Studies			
3. Language Arts Literacy	S	7. World Languages	S		
4. Mathematics		8. Technology Literacy			

Textbooks and other resources

COURSE RESOURCES

1. Repertoire
   1. Standard Choral repertoire based upon the capabilities of the performing group
   2. Other supplemental sheet music/books

2. Audio/Visual

   a. Audio recordings of vocal-choral literature (CDs/tapes)

   b. VHS/DVD player

   c. Smart board

   d. Stereo system

   e. Computer, scanner, printer, and music software

   f. Digital recording equipment

   g. Sound system and microphones

3. Instruments

   a. piano/keyboard

   b. other instruments as required for performance

4. Other equipment

   a. metronomes

   b. music stands

   c. adequate, secure storage facilities to accommodate above equipment and music

Standards

COURSE SCOPE AND SEQUENCE CHART

Unit Description:	Associated CPI's to be Achieved	Marking Period Guide	Other Pacing Guide References	Pr (S As
Unit 1 Vocal Production Develop vocal technique and performance with proper posture, breath support and appropriate musicianship.	1.3.5.B.2 (R) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D)	1 - 4	Ongoing	Pe As St As St As
Unit 2 Musical Literacy Read both rhythmic and melodic notation; identify and interpret musical vocabulary and terminology. Students will be encouraged to foster musical growth through participation in supplemental performance opportunities.	1.1.5.B.1 (R) 1.1.5.B.2 (R) 1.1.8.B.1 (D) 1.1.8.B.2 (D) 1.3.5.B.1 (R) 1.3.5.B.2 (R) 1.3.5.B.4 (R) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D) 1.3.8.B.4 (D) 7.1.NM.A.2(D)	1 - 4	Ongoing	Pe As St As St As
Unit 3 Performance and Evaluation Interpret conducting gestures; understand the role of a performer within the ensemble; demonstrate appropriate rehearsal and concert etiquette; apply concept of performance assessment; develop effective practice techniques. Students will be encouraged to foster musical growth through participation in supplemental performance opportunities.	1.1.5.B.1 (R) 1.1.5.B.2 (R) 1.1.8.B.1 (D) 1.1.8.B.2 (D) 1.3.5.B.4 (R) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D)	1 - 4	Ongoing	Pe As St As St As

	1.3.8.B.4 (D)			
	1.4.5.A.1 (R)			
	1.4.5.A.2 (R)			
	1.4.5.A.3 (R)			
	1.4.8.A.1 (D)			
	1.4.8.A.3 (D)			
	1.4.8.A.6 (D)			
	1.4.8.A.7 (D)			
	7.1.NM.A.2 (D)			
	6.RL.4 (D)			
	7.RL.4 (D)			
Unit 4 Musical Styles and Genres Identify, analyze, and perform choral repertoire representative of major historical time periods and genres including: Baroque, Classical, Romantic, Impressionistic, Jazz, Broadway, Spirituals, World Music, and contemporary.	1.1.8.B.1 (D) 1.1.8.B.2 (D) 1.2.5.A.1 (R) 1.2.5.A.3 (R) 1.2.8.A.3 (D) 1.3.5.B.1 (R) 1.3.5.B.2 (R) 1.3.8.B.1 (D) 1.3.8.B.2 (D) 1.3.8.B.3 (D) 1.4.5.A.1 (R) 1.4.5.A.3 (R) 1.4.5.B.1 (R) 1.4.5.B.3 (R) 1.4.8.A.1 (D) 1.4.8.A.3 (D) 1.4.8.A.6 (D)	1 - 4	Ongoing	Pe As St As St As

	1.4.8.A.7 (D) 7.1.NM.A.2 (D) 6.RL.4 (D) 7.RL.4 (D)			
Unit 5 Careers Explore careers in various music fields such as education, performance, and production. Develop a sense of advocacy, support, and patronage of the arts.	9.2.8.B.2 (D)	1 - 4	3-5 days	St As

LA.RL.6.4		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
LA.RL.7.4		Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
WL.7.1.NM.A.2		Demonstrate comprehension of simple, oral and written directions, commands, and requests through appropriate physical response.
VPA.1.1.5.B.1		Identify the elements of music in response to aural prompts and printed music notational systems.
VPA.1.1.5.B.2		Demonstrate the basic concepts of meter, rhythm, tonality, intervals, chords, and melodic and harmonic progressions, and differentiate basic structures.
VPA.1.1.8.B.1		Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
VPA.1.1.8.B.2		Compare and contrast the use of structural forms and the manipulation of the elements of music in diverse styles and genres of musical compositions.
VPA.1.2.5.A.1		Recognize works of dance, music, theatre, and visual art as a reflection of societal values and beliefs.
VPA.1.2.5.A.3		Determine the impact of significant contributions of individual artists in dance, music, theatre, and visual art from diverse cultures throughout history.
VPA.1.2.8.A.3		Analyze the social, historical, and political impact of artists on culture and the impact of culture on the arts.
VPA.1.3.5.B.1		Sing or play music from complex notation, using notation systems in treble and bass clef, mixed meter, and compound meter.
VPA.1.3.5.B.2		Sing melodic and harmonizing parts, independently and in groups, adjusting to the range and timbre of the developing voice.
VPA.1.3.5.B.4		Decode how the elements of music are used to achieve unity and variety, tension and release, and balance in musical compositions.
VPA.1.3.8.A.1		Incorporate a broad range of dynamics and movement qualities in planned and

	improvised solo and group works by manipulating aspects of time, space, and energy.
VPA.1.3.8.A.2	Choreograph and perform cohesive dance works that reflect social, historical, and/or political themes.
VPA.1.3.8.A.3	Choreograph and perform movement sequences that demonstrate artistic application of anatomical and kinesthetic principles as well as rhythmic acuity.
VPA.1.3.8.A.4	Use media arts and technology in the creation and performance of short, original choreographic compositions.
VPA.1.4.5.A.1	Employ basic, discipline-specific arts terminology to categorize works of dance, music, theatre, and visual art according to established classifications.
VPA.1.4.5.A.2	Make informed aesthetic responses to artworks based on structural arrangement and personal, cultural, and historical points of view.
VPA.1.4.5.A.3	Demonstrate how art communicates ideas about personal and social values and is inspired by an individual's imagination and frame of reference (e.g., personal, social, political, historical context).
VPA.1.4.5.B.1	Assess the application of the elements of art and principles of design in dance, music, theatre, and visual artworks using observable, objective criteria.
VPA.1.4.5.B.3	Use discipline-specific arts terminology to evaluate the strengths and weaknesses of works of dance, music, theatre, and visual art.
VPA.1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
VPA.1.4.8.A.3	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.
VPA.1.4.8.A.6	Differentiate between "traditional" works of art and those that do not use conventional elements of style to express new ideas.
VPA.1.4.8.A.7	Analyze the form, function, craftsmanship, and originality of representative works of dance, music, theatre, and visual art.
VPA.1.4.8.B.2	Differentiate among basic formal structures and technical proficiency of artists in works of dance, music, theatre, and visual art.
CAEP.9.2.8.B.2	Develop a Personalized Student Learning Plan with the assistance of an adult mentor that includes information about career areas of interest, goals and an educational plan.

Grading and Evaluation Guidelines

GRADING PROCEDURES

Marking period grades will be assessed from the following criteria/activities:

- Class participation
- Individual performance assessments
- Attendance: class, extra rehearsals, performances
- Collaborative performance assessment
- Class preparation: music

Final course grades will be based on:

- Marking period grades (weighted 25% each)

In terms of proficiency level the East Brunswick grades equate to:

A	Excellent	Advanced Proficient
B	Good	Above Proficient
C	Fair	Proficient
D	Poor	Minimally proficient
F	Failing	Partially Proficient

COURSE EVALUATION

In Chorus, the goal is that a minimum of 95% of all pupils will achieve at least minimum proficiency (D or better) relative to the NJSLS set for this course. The department will review student achievement at all levels of proficiency relative to marking period grades, and if necessary, the individual Units and assignments comprising these grades. Student achievement will further be analyzed to compare the achievement of the total enrollment vs. sub-groups to determine course areas requiring greater support or modification. As a result of the analysis, decisions will be made concerning modifications to course content and/or instructional methodology.

Other Details

Chorus (Hammarskjold Middle School)

Projected Number of Students	School #'s	Course Level	Course Length	Grade Level	Credits	Min. Per Week	Elective/ Required	Initial Course Adopted
190	056	A	F	6-7	0.00	100	E	04/21/1986