

# 09 - Dynamics - 6-8 Choir - 2020

Content Area: **Music**  
Course(s):  
Time Period: **Full Year**  
Length: **Ongoing**  
Status: **Published**

## **General Overview, Course Description or Course Philosophy**

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This course provides a solid foundation in Choir fundamentals, which are introduced, reviewed and mastered, from grade level 6 through level 8. Its design is to impart students with a multifaceted music education, through skill building, historical and social contexts, and performance. Students will engage in daily collaborative whole group and small group singing, to enhance vocal technique, while building community and equity through diversity. Musical growth and mastery will be demonstrated at two choir concerts, one marking their mid-year progress, the second culminating in their end of year proficiency.

## **OBJECTIVES, ESSENTIAL QUESTIONS, ENDURING UNDERSTANDINGS**

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The loudness and softness (or volume) of a choir, varies the intensity of sound, creative intention, and overall desired effect of the performance.

## **CONTENT AREA STANDARDS**

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1.3C.12nov.Pr4b: Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.

1.3C.12int.Pr5a: Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.

1.3C.12prof.Cr3a: Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.

## **RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)**

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### **Technology**

*\*See linked standard(s) below*

## **21st Century Life & Careers**

9.4.8.GCA.1: Model how to navigate cultural differences with sensitivity and respect (e.g., 1.5.8.C1a).

9.4.8.GCA.2: Demonstrate openness to diverse ideas and perspectives through active discussions to achieve a group goal.

## **ELA**

NJSLSA.L3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

NJSLSA.L4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

TECH.8.1.8.B.CS1

Apply existing knowledge to generate new ideas, products, or processes.

TECH.8.2.8.C.1

Explain how different teams/groups can contribute to the overall design of a product.

## **STUDENT LEARNING TARGETS**

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### **Declarative Knowledge**

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Students will understand that:

- The dynamics of a piece of choral music create Musicality (or sensitivity), which defines the aesthetic of the song.
- Symbols of dynamics (a specific kind of musical notation) written in their scores, assist in creating dynamic range and performance intention.
- Dynamics are achieved through technical practice, particularly breath support warm-up exercises.

### **Procedural Knowledge**

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Students will be able to:

- Analyze the dynamic exercises in their warm-up, and apply the vocal practice to their songs.
- Identify the symbols in their score that define the dynamics of the piece of music.
- Apply the written dynamics in their music, to their singing, as the composer intended.
- Assess the choir's use of dynamics, and determine if the result is aurally pleasing.

## EVIDENCE OF LEARNING

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### Alternative Assessments

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- Performance
- Teacher/Student Conferences

### Formative Assessments

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- Group discussions/critiques
- Small singer group demonstrations (partner work)
- Active listening to foster assessments and analysis (written)
- Constructive input, utilizing Choir vocabulary and Music terminology

### Summative Assessments

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- Performance critique and/or assessments
- Performance technique analysis

## RESOURCES (Instructional, Supplemental, Intervention Materials)

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- All About Dynamics: Hoffman Academy: <https://www.hoffmanacademy.com/blog/all-about-dynamics/>
- McKenna, Angela K. and Miller, Cristi Carey. *Quick Starts for Young Choirs: Activities and Ideas to Focus Your Singers*. Hal Leonard Corp., 2013.
- Dilworth, Rollo. *Choir Builders: Fundamental Vocal Techniques for Classroom and General Use*. Hal Leonard Corp., 2006.
- Leonard, Hal Corp. *Experiencing Choral Music*. Hal Leonard Corp. and McGraw Hill (Glencoe), N.Y., N.Y., 2005.
- Frederickson, Dr. Scott. *Popular Choral Handbook*. Scottmusic.com, U.S.A., 2004.
- Crocker, Emily. *Voice Builders for Better Choirs*. Hal Leonard Corp., 2002.
- Ellsworth, Anne and Jennings, Teresa. *Warm ups for Young Voices*. Plank Road Publishing, Wauwatosa,

Wi., 1999.

- [www.Masterworkspress.com](http://www.Masterworkspress.com)

## **INTERDISCIPLINARY CONNECTIONS**

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### **Career Readiness**

Utilizing leadership, collaboration and communication skills.

### **Technology/Multimedia**

Music education tech resources (Chrome Music Lab, Voice Record)

### **Science and Health**

Vocal Anatomy and Pedagogy

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.