

**Music Standards**

**Middle School Choir**

**Course Overview:** Middle School Choir is a year-long course designed to introduce 6th through 8th grade students to many styles of choral music. The basic theory and fundamentals of music are reinforced while students learn new vocal techniques such as breathing, posture, intonation, articulation and expression. Performance opportunities for this choir include the fall, winter and spring concerts as well as solo & ensemble and large group festival.

**Unit 1:** **Concert Rehearsal and Performances (Daily)**

**Description:** This unit makes up the bulk of the year for the choir. In this unit the students will rehearse and refine selected repertoire for the year’s concerts. Using our repertoire and warm-up routines the students will sing, play instruments, develop music literacy skills, analyze and evaluate their own and others’ musical performances and draw connections between the arts and other subject areas. Students will learn how to sing accurately with proper technique such as breath control and proper vowel shape and placement. Students will also begin developing the skills necessary to sing, expressively, a wide variety of vocal literature written for two to four parts. Singing, Instruments, Music Literacy, Analysis and Evaluation, Connections

 **Standards:**

1. I can sing accurately with good breath control and vowel placement alone and with others.
2. I can sing several songs from memory.
3. I can sing expressively.
4. I can sing a variety of vocal literature with a difficulty level ranging from one to three.
5. I can sing music divided into two and three parts.
6. I sing music representing diverse genres and cultures.
7. I can read notation will enough to perform simple melodies after 1 practice.
8. I can use solfege to sight-read simple melodies in the treble and bass clefs.
9. I understand standard music symbols for dynamics, tempo, articulation and expression.
10. I can identify the note names for the bass and treble clefs.
11. I can identify commonly used musical forms in the songs we are singing.
12. I can use appropriate terminology to describe a specific musical event.
13. I can analyze music of diverse genres and cultures.
14. I understand the criteria that affect the quality and effectiveness of a musical performance.
15. I can evaluate the quality and effectiveness of my own and performances of others.
16. I can offer suggestions for improvement.
17. I understand how music and the other arts can be used together to elicit certain emotional responses.
18. I can describe distinguishing characteristics of music from several genres and cultures.
19. I understand the role music serves in other cultures.

**Unit 2:** **Solo & Ensemble – 6 weeks (individual basis)**

**Description:** The Wisconsin State Music Association District Solo & Ensemble Festival is an opportunity for students to perform music more independently. Different from a large choir experience, students may perform a solo, duet, trio or other small ensemble. Performances will be critiqued by a certified music adjudicator and most students will perform for a rating. (Students may also choose to perform for critique only.) There are three levels of difficulty for the music: Class A, B, and C, with A being the most difficult level. Participation in the WSMA Solo and Ensemble Festival is not required, but strongly encouraged. Performance at the festival can offer students many benefits such as musical and technical challenges, critical listening opportunities, development of evaluation skills and increased musical independence. The solo and ensemble experience can be one of the most powerful learning activities in music. Topics covered are Singing, Music Literacy, and Connections

 **Standards**:

1. I can sing accurately with good breath control and vowel placement alone and with others.
2. I can sing expressively.
3. I can sing music divided into two or three parts.
4. I sing music representing diverse genres and cultures.
5. I understand standard music symbols for dynamics, tempo, articulation and expression.
6. I understand how music and the other arts can be used together to elicit certain emotional responses.
7. I can describe distinguishing characteristics of music from several genres and cultures.

Because of the year-long scope and sequence of music classes and the continual repetition of and building upon concepts, all the music standards are, at times, being covered in each unit. They are listed here.

Mus.A.8.5, Mus.A.8.6, Mus.A.8.7, Mus.A.8.8

Mus.B.8.5, Mus.B.8.6, Mus.B.8.7

Mus.C.8.6

Mus.D.8.4, Mus.D.8.6, Mus.D.8.7

Mus.F.8.4, Mus.F.8.5, Mus.F.8.6

Mus.G.8.3, Mus.G.8.4

Mus.H.8.4, Mus.H.8.5

Mus.I.8.4, Mus.I.8.6