

Blackhawk School District

CURRICULUM

Course Title:	Chorus
Grade Level(s):	Eighth Grade
Periods Per Week:	Daily
Length of Class:	40 minutes
Faculty Author(s):	Music Faculty: Lisa Thomas-Wright, Krsten Neeley, Jayne McDonald, George Hoydich, Bob Barthen, Maura Underwood
Date:	December 2007 Revised February 2009

MUSIC DEPARTMENT MISSION:

Blackhawk School District will support development of all students' musical awareness, enjoyment, confidence and expression through educational and enrichment opportunities. We are dedicated to providing an excellent music education through a sequential program of study, performing ensembles and concerts that foster excellent musicianship and a lifelong appreciation for music.

COURSE DESCRIPTION:

Chorus is offered as an elective for those who want to further their knowledge of ensemble participation and music skills. Students prepare a variety of music to perform in three concerts per year, one in December, one in March and one in May. Occasionally, students may perform in other concerts for special events. Learning focuses on vocal technique, including posture, breath control and embouchure and musicianship skills, including music reading, interpreting conducting gestures and expression. Each student is provided with concert music, instructional materials and folders. Concert attendance is required and represents 50% of the students' grade for the nine week period. Concert attire is the music department white polo and black pants/skirt.

The following outline provides a general overview of the course content, not a chronological timetable. The weeks denoted for each area provide an idea for the overall time spent working with a given topic throughout the school year.

OBJECTIVES (PA standard)	RESOURCES
<p>9.1 A Rhythm Perform rhythmic patterns in song literature accurately</p> <p>9.1 A Pitch Perform melodic and harmonic patterns in song literature accurately</p> <p>9.1 A Timbre Identify the different tone qualities of voice (soprano, alto, tenor, bass)</p> <p>9.1 A & B Composition and Improvisation Improvise using Solfege during vocal warm-ups</p> <p>9.1 Form Identify and demonstrate the form within choral literature</p> <p>9.2 A.-G, J-K and 9.1.A, D, F Historical and Cultural Context Sing music representing diverse genres, cultures, and historical periods</p> <p>9.1 Notation Recognize rhythmic and melodic patterns in the treble/bass clef in song literature</p> <p>9.1G Rehearsal, Performance, Practice Etiquette Understand and apply the function and expectations of rehearsals and performances</p> <p>9.1 C Vocabulary Understand and apply music terminology found within literature</p> <p>9.1.H Safety and Equipment Demonstrate proper use and care of classroom instruments and materials</p> <p>9.1 J.&K Technology</p>	<p>Experiencing Choral Music The Choral Warm-up Book Oxford Folksong Sight Singing Series Books 1 and 8 Various choral literature in two and three parts</p>

Incorporate technology as appropriate to the curriculum

9.3 A., B, & E., 9.1.F Critical Response

Respond critically to composer and music as appropriate(compare, contrast, evaluate, analyze, and interpret)

9.4 B & C Aesthetic Response

Describe the intrinsic effects that literature has on one's own performance individually and within an ensemble