

Blackhawk School District

CURRICULUM

Course Title:	Chorus
Grade Level(s):	Seventh Grade
Periods Per Week:	Every day
Length of Class:	30 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 like to sing with a ensemble/group. Students prepare a variety of music to perform in two concerts per year, one in December and one in April. 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 attire is the music department white polo shirt and black pants/skirt. Concert attendance is required and represents 50% of the student's grade for the 9 week grading period.

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 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>Sing at First Sight Oxford Folksong Sight Singing Series Books 1 and 8 The Choral Warm-Up Collection Conversational Solfege (Level 2 and 3) Experiencing Choral Music Various choral literature in two-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