



***Bristol Public Schools***  
**Office of Teaching & Learning**

<b>Department</b>	Music
<b>Department Philosophy</b>	The visual and performing arts are critical in the development of every child. In a diverse and ever changing society, the visual and performing arts are integral in the consistency, appreciation, and creativity of tomorrow's leaders. The fine arts are a universal language, allowing students to learn unique skills and means of expression that contributes back to our society. We believe visual and performing arts create lifelong learners harnessed with empathy and skills necessary to understand our past, present and future world.
<b>Course</b>	Chorus
<b>Course Description for Program of Studies</b>	Students have received a general music experience for approximately six years and a choral music experience for one year upon entering 6th grade. These classes have prepared our students with the necessary foundation to perform in an ensemble. This course exposes students to the unique and essential skills needed to perform in an ensemble. This course meets one time per every four days of rotation.
<b>Grade Level</b>	6-8
<b>Pre-requisites</b>	None
<b>Credit (if applicable)</b>	None

**P** indicates standard will be a priority for the unit; **S** indicates a supporting standard



MU:Pr6.1 Convey meaning through the presentation of artistic work.	P	P	P						P	P		P	S		
<b>Responding</b>															
MU:Re7.1 Perceive and analyze artistic work.										S					
MU:Re8.1 Interpret intent and meaning in artistic work.			S						S		P				
MU:Re9.1 Apply criteria to evaluate artistic work.													P		
<b>Connecting</b>															
MU:Cn10.0 Synthesize and relate knowledge and personal experiences to make art.													S		
MU:Cn11.1 Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.											S				

## ESSENTIAL QUESTIONS

- When is a performance judged ready to present? How do context and the manner in which the musical work is presented influence the audience response?

- How do we discern the musical creators' and performers' expressive intent?
- How does understanding the structure and context of musical works inform performance?
- How do the other arts, other disciplines, contexts and daily life inform creating, performing, and responding to music?
- How do we judge the quality of musical work(s) and performance(s)?
- How do performers select repertoire?

### **ENDURING UNDERSTANDING**

- Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding.
- The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.
- Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

## UNIT 1:Posture and Breath Support

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1.</b> <b>E.HSI</b> <b>(Proficient)</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.  b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	Thorax (intercostal muscles), diaphragm
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		x	Physical Skill	All breathing is from the diaphragm
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Stand or sit using proper posture.
- Identify muscle groups used in singing.
- Prepare my body for the physical act of singing.

### RESOURCES

- ENT diagram, thorax diagram

## UNIT 2: Articulation

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1. E.HSI (Proficient)</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.  b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	Legato, staccato, accent
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
		X	Physical Skill	Previous exposure in elementary school and refined in middle school
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Identify staccato, accent, legato within my music.
- Perform staccato, accent, legato.
- Explain and understand why staccato, accent, and legato are used within selected repertoire

### RESOURCES

- musical examples using repertoire

## UNIT 3: Phrasing

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1. E.HSII (Accomplished)</b>	a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.  b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		Content Knowledge	Phrasing
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	All notes are monodynamic
			Product Development	
			Learning Behavior	
<b>MU:Re8.1. E.HSI (Proficient)</b>	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

LEARNING TARGETS
<p>I CAN:</p> <ul style="list-style-type: none"><li>• Recognize the natural rise and fall of a vocal line.</li><li>• Find the word that represents the apex (peak) of the phrase.</li><li>• Sing a vocal line with direction and meaning.</li></ul>

RESOURCES
<p>Use examples from repertoire and/or lyrics</p>



## UNIT 4: Pitch & Rhythm

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2. E.HSI (Proficient)</b>	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	<ul style="list-style-type: none"> <li>treble and bass clef</li> <li>16th notes, whole notes, dotted notes</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	What standard notation is
			Product Development	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
			Learning Behavior	Quarter and eighth notes

### LEARNING TARGETS

I CAN

- Read standards notes and perform them. (notes on the treble and bass clef)
- Identify written notes; their pitch and duration. (16th notes to whole notes, and dotted notes)
- Sing correct pitch and duration as indicated by the music.

### RESOURCES

- sight reading textbook, website

## UNIT 5: Key Signatures

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2. E.HSI (Proficient)</b>	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	solfège, key signature, and how sharps and flats affect the “do”
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	That “do” is fixed
			Product Development	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
			Learning Behavior	Basic solfège scale

### LEARNING TARGETS

I CAN

- Find and sing the ‘do’ note of C in written music.
- Find and sing the ‘do’ note of G in written music.
- Find and sing the ‘do’ note of F in written music.

### RESOURCES

- sight reading textbook, website/software

## UNIT 6:Time Signatures

Vocal Awareness/Technique				
Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2. E.HSI (Proficient)</b>	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	Time Signature, Meter, Down beat, Strong/weak beats
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	Quarter note always gets one beat
			Product Development	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
			Learning Behavior	Ability to keep a steady beat

## LEARNING TARGETS

I CAN

- Identify the time signature on a score. (2/4, 3/4, 4/4, 6/8)
- Identify the meter aurally. (2/4, 3/4, 4/4, 6/8)
- Perform music in grade-appropriate meters.
- Associate beats with conductor's gesture.

## RESOURCES

- sight reading textbook, website/software

## UNIT 7: Road Map Symbols

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2. E.HSI (Proficient)</b>	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	<ul style="list-style-type: none"> <li>repeat/return signs, CODA, DS, DC and first/second endings, refrain</li> </ul>
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	That you do not need to go back to the beginning when there is a repeat, could be return sign Read/sing through first and second ending (forgetting to repeat and jump to 2nd ending)
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Identify repeat/return signs, CODA, DS, DC and first/second endings
- Follow the score returning to the correct measure with the road map symbols.

### RESOURCES

- sight reading textbook, website/software

## UNIT 8: Solfège

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.2. E.HSI (Proficient)</b>	a. Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.	X	Content Knowledge	solfège syllable
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
		X	Physical Skill	Exposure to solfège
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Sing a scale using solfège syllables.
- Jump to a scale degree (interval) from do. (re, mi, so)
- Identify ‘do’ in the key signature of the musical passage.
- Sing musical passages with solfège syllables.

### RESOURCES

- sight reading textbook, website/software

## UNIT 9: Conducting Gestures

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1.</b> <b>E.HSI</b> <b>(Proficient)</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.		Content Knowledge	Conducting, upbeat and downbeat, cut off, entrance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	Forgetting to look at the conductor to know when and how to sing/articulate
			Product Development	
			Learning Behavior	
<b>MU:Re8.1.</b> <b>E.HSI</b> <b>(Proficient)</b>	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Start and end music phrases together with others.
- Follow directions/gestures for appropriate synchronization.
- Associate beats with conductor's gesture.
- Prepare and perform for upbeats and downbeats.

## RESOURCES

- teacher modeling, peer

## UNIT 10: Dynamics

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Re7.2. E.HSI (Proficient)</b>	Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music.		Content Knowledge	Dynamics ranging from pp-ff, crescendo, decrescendo
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
			Physical Skill	Not vary the dynamics enough
			Product Development	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
			Learning Behavior	Ability to sing at different volumes
<b>MU:Pr6.1. E.HSI (Proficient)</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.  b. Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
		X	Physical Skill	
			Product Development	
			Learning Behavior	

### LEARNING TARGETS



## I CAN

- Identify and perform ff in written music.
- Identify and perform f in written music.
- Identify and perform mf in written music.
- Identify and perform mp in written music.
- Identify and perform p in written music.
- Identify and perform pp in written music.
- Identify and perform cresc. in written music.
- Identify and perform decresc. in written music.

## RESOURCES

1. warm-up activities which may or may not include excerpts from the repertoire

## UNIT 11: Diction

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Re8.1. E.HSI (Proficient)</b>	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and personal research.	X	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
			Physical Skill	Singing everything in an American accent
			Product Development	
			Learning Behavior	
<b>MU:Cn11.0 .E.HSII (Accomplished)</b>	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Perform the correct vowels and consonants.
- Make myself understandable to others.

## RESOURCES

- selected repertoire/songs, warm-up activities

## UNIT 12: Vowel Color & Intonation

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1. E.HSI (Proficient)</b>	a. Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.		Content Knowledge	Larynx, pharynx, soft palette placement, mask, resonance
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	That pop stars sing correctly
			Product Development	<b>PRIOR KNOWLEDGE NEEDED TO MASTER STANDARDS FOR THIS UNIT</b>
			Learning Behavior	Breathing technique

### LEARNING TARGETS

I CAN

- Shape my vocal tract appropriately.
- Identify muscles and spaces that affect the vowel color.
- Adjust tongue position for each of the singing vowels (ah, eh, ee, oh, oo)
- Adjust soft palette position for each of the singing vowels (ah, eh, ee, oh, oo)
- Place vowel sounds into the mask

### RESOURCES

- selected repertoire/songs, warm-up activities

## UNIT 13: Meaning & Interpretation

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr6.1. E.HSII (Accomplished)</b>	a. Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.  b. Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.		Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	Bringing in prior knowledge of a song's meaning
			Product Development	
			Learning Behavior	
<b>MU:Re9.1. E.HSI (Proficient)</b>	Evaluate works and performances based on personally- or collaboratively-developed criteria, including analysis of the structure and context.		Content Knowledge	
		X	Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	
			Physical Skill	
			Product Development	
			Learning Behavior	

## LEARNING TARGETS

I CAN

- Understand the meaning of the text.
- Understand the context of the text.
- Sing so others can understand the text.
- Convey the meaning of the song using expression and body language.

## RESOURCES

- selected repertoire/songs, peer input, poetry analysis

## UNIT 14: Balance

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.1. E.HSII (Accomplished)</b>	a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	x	Content Knowledge	
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		x	Physical Skill	I can sing the right notes and it's right - but it needs to blend within the group
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

#### Lesson Targets: I CAN

- Listen to the overall volume levels of each part.
- Adjust my personal volume level to match others.

### RESOURCES

- modeling (video of other groups, recording of our group)

## UNIT 15: Blend

### Vocal Awareness/Technique

Standard		Type of Standard		Concepts and Disciplinary-Specific Vocabulary
<b>MU:Pr4.1. E.HSII (Accomplished)</b>	a. Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.	X	Content Knowledge	Vowel color and intonation
			Skill (Problem-Solving, Writing, Speaking, Listening, Reasoning)	<b>COMMON MISCONCEPTIONS</b>
		X	Physical Skill	"Ah" sound is the same
			Product Development	
			Learning Behavior	

### LEARNING TARGETS

I CAN

- Listen to vowel colors of others.
- Match vowel colors to others.

### RESOURCES

- modeling (video of other groups, recording of our group)