



Choir 8th Grade

Jessica Arnold, Northwest Middle School
Vicki Mount, North Middle School
Amy Smick, East/Southeast Middle School
Matt McClellan – Special Areas Curriculum Coordinator

Reviewed by Curriculum Advisory Committee on October 9, 2014

Presented to the Board of Education on December 16, 2014

COURSE TITLE: Choir 8

GRADE LEVEL: 8th

CONTENT AREA: Fine Arts

Course Description:

Students will study advanced vocal techniques, ensemble skills, and music theory as related to appropriate music level. **Performances are mandatory at the discretion of the teacher.**

Course Rationale:

8th Grade Choir serves as a continued study of vocal music. Students will apply vocal techniques while incorporating the higher order thinking skills of analysis, synthesis, and evaluation in order to have a meaningful musical experience.

Course Scope and Sequence

Unit 1: Rehearsal and Performance Techniques (Ongoing)	Unit 2: Rhythm Notation and Reading (12 weeks)	Unit 3: Pitch Notation and Reading (12 weeks)
Unit 4: Road Maps of Music/Signs and Symbols (4 weeks)	Unit 5: Dynamics (4 weeks)	

Unit Objectives:

Unit 1: Rehearsal and Performance Techniques

1. Students will know the importance of warming up prior to singing.
2. Students will apply techniques to create a quality singing tone.
3. Students will apply the concept of balance and blend across a choral ensemble.
4. Students will sing 3-part music in the choral setting.
5. Students will sing using the appropriate expression for the context of the selected piece.
6. Students will display appropriate concert etiquette on stage and in the audience.

Unit 2: Rhythm Notation & Reading

1. Students will know advanced vocabulary regarding rhythmic notation, including staff, time signature, bar line, measure, double bar line, tie, slur, syncopation, common time, and cut time.
2. Students will identify rhythmic notation using whole notes/rests, half notes/rests, quarter notes/rests, eighth notes/rests, sixteenth notes/rests, and dotted notes.
3. Students will apply their knowledge of rhythm, analyze rhythm, and write in the counting.
4. Students will perform rhythmic notation in 2/4, 3/4, 4/4, 2/2, and 6/8 meter, incorporating ties, slurs, and syncopation.
5. Students will compose and perform rhythmic notation in 2/4, 3/4, 4/4, 2/2, and 6/8 meter, incorporating ties, slurs, and syncopation.

Unit 3: Pitch Notation and Reading

1. Students will know vocabulary regarding pitch notation, including staff, treble/bass clef, note names, and solfege syllables.
2. Students will know the names of the notes on the treble and bass staff and two ledger lines above and below the staff.
3. Students will know the solfege syllables and be able to analyze a melodic line with steps and skips.
4. Students will sing a melodic line with steps and skips, using solfege.

Unit 4: Musical Road Maps/Signs & Symbols

1. Students will recognize signs, symbols and musical road maps, including repeat signs, soprano, alto, baritone (Part 1, Part 2, Part 3), accent, staccato, legato, fermata, Treble clef, double bar line, breath mark, tie, slur, 1st and 2nd ending, coda, DC, DS, accidentals, sharp, flat, natural, tempo markings.
2. Students will define signs, symbols and musical road maps, including repeat signs, soprano, alto, baritone (Part 1, Part 2, Part 3), accent, staccato, legato, fermata, Treble clef, double bar line, breath mark, tie, slur, 1st and 2nd ending, coda, DC, DS, accidentals, sharp, flat, natural, tempo markings.
3. Students will apply and perform their understanding of signs, symbols and musical road maps, including repeat signs, soprano, alto, baritone (Part 1, Part 2, Part 3), accent, staccato, legato, fermata, Treble clef, double bar line, breath mark, tie, slur, 1st and 2nd ending, coda, DC, DS, accidentals, sharp, flat, natural, tempo markings.

Unit 5: Dynamics

1. Students will know vocabulary associated with dynamics, including *pp – ff*, *crescendo*, *decrescendo*, and *diminuendo*.
2. Students will apply their knowledge by singing using dynamics.
3. Students will apply their knowledge of dynamics as they analyze its use in music.

Essential Terminology/Vocabulary

A tempo	Legato
Accelerando	Listening Range
Accent	Measure
Accidentals	Melody
Alto/Part 2	<i>Mezzo Forte/mf</i>
Balance/blend	<i>Mezzo Piano/mp</i>
Baritone/Part 3	Movable Do
Barline	Natural
Bass Clef	<i>Pianissimo/pp</i>
Blending	<i>Piano/p</i>
Breath Control	Pitch
Breath Marks	Posture
Coda	Quarter Note/Rest
Common time	Relax Muscles
Crescendo/Cresc.	Repeat Sign
D.C. Da capo	Ritardando
D.S. Dal Segno	Sharp
Decrescendo/Decresc.	Sixteenth Note/Rest
Diction	Staccato
Diminuendo/dim.	Slur
Dotted Notes	Solfège
Double Barline	Soprano/Part 1
Eighth Note/Rest	Staff
Energize	Style
Etiquette	Syncopation
Expression	Tempo
Fermata	Tie
Flat	Time Signature
Focus	Tone
<i>Forte/f</i>	Treble Clef
<i>Fortissimo/ff</i>	Unison
Half Note/Rest	Unison Vowels
Harmony	Warm-ups (physical/vocal)
Interval	Whole Note/Rest

1st Ending

2nd Ending

Approved Course Materials and Resources:

Miscellaneous Choral Octavos

Essential Elementals Supplemental Materials or other associated music theory materials

Sing at First Sight, Level 2, by A. Beck, K. F. Surmani, & B. Lewis, Alfred Music Publishing,

©2007

<https://sightreadingfactory.com/>

CD Player/Sound System

Music Ace Maestro