

Greensburg Community School Corporation

Grade 8 Junior High School Curriculum

Choral Music/ 8th Grade Chorus

Prepared by

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August 9, 2006

**Greensburg Community Schools  
Grade 8 Chorus**

**Mission Statement**

**The mission of the Greensburg Community School Corporation is to provide and promote lifelong learning through its commitment to quality educational programs that prepare the students to be effective, successful, and responsible citizens. This is to be accomplished in a financially prudent manner.**

**Greensburg Community Schools  
Grade 8 Junior High Chorus**

**Narrative Description**

The eighth grade student in choral music will develop a knowledge and understanding of basic musicianship concepts within the choral rehearsal through a sequenced study of voice, music theory and the application of both in music reading skills. These concepts will allow students to discover their individual potential capabilities and musicianship abilities. As the student explores these factors, he/she will develop an understanding of how each works together in achieving the overall product of music performance.

The student will experience many avenues of music study and performance, each contributing and fulfilling the curriculum of Indiana Standards for choral music being incorporated in all aspects of the choral music program.

The choral music program at the junior high school level is to be based on curriculum and instruction standards that incorporate:

- \*Student-centered curriculum with emphasis on hands-on skills for involvement.
- \*Developing skills in understanding of singing accurately and demonstrating that understanding through expression in delivery of music.
- \*Extension activities to support/encourage learning of skills with the choral music program.
- \*Developing skills in becoming independent in abilities of reading and performing choral music.
- \*Developing skills in offering a variety of choral music literature in a performance setting.
- \*Developing performance skills designed to meet needs of students in solo and/or ensemble.
- \*Project-based learning with the overall production of a musical play.
- \*Developing involvement in school programs/concerts.
- \*Learn the importance and benefits of working together as a group and developing criteria for evaluating the quality and effectiveness of music performances.
- \*Establish a life-long commitment to music, value its importance in the musical life of the community.
- \*Make singing an enjoyable learning/performing experience.

## Course Objectives

By the end of this course of study through learning opportunities provided in choral music at the junior high school level, the student will be able to:

1. Students demonstrate an understanding of vocal development – the mechanism of the voice, breathing, proper posture for singing accuracy.
2. Students develop basic skills in diction and technique.
3. Students demonstrate the use of choral music vocabulary and notation – presented in a logical sequence with explanations, vocabulary, activity and practice.
4. Students development of sight-reading and notating music.
5. Students development of skills in reading music, identifying pitches verbally as well as vocally.
6. Students development of singing three-part, (four-part) vocal arrangements.
7. Students experience singing of pitches accurately via acappella format.
8. Students perform a variety of repertoire of music, including diverse musical styles and languages.
9. Students develop listening skills for the analyzing and describing of music.
10. Students develop/expand self-improvement in vocal skills.
11. Students develop/expand skills in performance via solo and/or ensemble.
12. Students demonstrate through performance an understanding of all elements necessary for the production a musical play.

## Course Concepts and Generalizations

(List the major benchmarks of this course/subject area. These should be aligned with state standards. These should involve higher-level thinking skills and should be reflective of the major State Standards of the course.)

1. Developing appropriate posture, diaphragmatic breathing skills, producing good vocal Tone/pitches and proper pronunciation/diction.
2. Developing the reading, sight-reading singing, notation of SAB (SATB) music And identifying simple music terminology.
3. Introduction and development of district vocal solo and ensemble contest.
4. Preparations/presentations of a musical play.
5. Develop an understanding of music genres and styles from a variety of cultures with inclusion of historical eras/composers and demonstrating the composing and arranging Of music.
6. Christmas concert repertoire – preparations of secular as well as sacred, traditional, etc. May include foreign language selection(s).
7. Developing criteria for evaluating quality of music and music performers.
8. Spring concert repertoire – preparations of selected music.

**Greensburg Community Schools**  
**Grade 8 Junior High Choir**  
**Units of Study**

<b>UNITS/AREA OF STUDY</b>	<b>LENGTH OF TIME</b>
1. <u>Unit I – Developing accurate posture, diaphragmatic breathing skills, producing good vocal tone/pitches and proper pronunciation/diction.</u>	<u>Aug.-May (on-going) 36 weeks</u>
2. <u>Unit II – Developing the reading, sight-reading singing, notation of SAB (SATB) music and identifying simple music terminology.</u>	<u>Aug.-May (on-going) 36 weeks</u>
3. <u>Unit III – Introduction and development of district vocal solo and ensemble contest.</u>	<u>Nov.-Jan. – 8 weeks</u>
4. <u>Unit IV – Preparations/presentations of a musical play.</u>	<u>Sept. – Nov. – 9 weeks</u>
5. <u>Unit V – Develop an understanding of music genres and styles from a variety of cultures with inclusion of historical eras/composers and demonstrating the composing and arranging of music.</u>	<u>Sept.-May (on-going) 32 weeks</u>
6. <u>Unit VI – Christmas concert repertoire – preparations of secular as well as sacred, traditional, etc. May include foreign language selection(s).</u>	<u>Sept., Nov.-Dec. – 8 weeks</u>
7. <u>Unit VII – Developing criteria for evaluating quality of music and music performers.</u>	<u>Sept.-May (on-going) – 36 weeks</u>
8. <u>Unit VIII – Spring concert repertoire – preparations of selected music. Diversity/foreign language selections may be included.</u>	<u>Mar.-May – 9 weeks</u>

**Greensburg Community Schools  
Grade 8 Choral Music/Chorus**

**Unit Plan I**

**Developing Basic Skills in Singing**

**Individual Learner Objectives**

The 8th grade student in Jr. High Chorus will be able to:

1. Sing accurately with good breath control – along and in small/large ensembles.
2. Develop and use correct singing posture.
3. Develop and use correct breathing skills.
4. Develop good vocal tone, demonstrating proper breath support, vowel pronunciation, and placement/focus and head/chest voice.
5. Develop intonation awareness/matching of pitches.
6. Develop proper diction through correct use of vowel shapes, syllabic stress, consonants, and diphthongs.
7. Identify vocal production terminology.

**Subject Outline**

- I. Vocal Mechanism.
  - A. Deep, controlled breathing.
  - B. Inhale/exhale patterns of breathing.
  - C. Correct breathing to support higher, more difficult passages.
  - D. Utilizing diaphragm properly.
  - E. Correct breathing to sustain long phrases.
  
- II. Corrent Singing Posture.
  - A. Demonstrate good posture/support for singing.
  - B. Assortment of vocal warm-ups.
    1. Triads – moving up and down one-half steps completing scales.
    2. Variety of vocalises.
  
- III. Breathing Skills.
  - A. Diaphragmatic breathing.
  - B. Vocal exercises to develop breathing techniques.
  
- IV. Tone Production.
  - A. Demonstrate head/chest voice.
  - B. Correct tone placement.
  - C. Vocal exercise to develop good vocal tone.
  - D. Correct vowel pronunciations.

- V. Intonation.
  - A. Matching of pitches; ear training.
  - B. Aurally observing in-tune/out-of-tune singing.
  - C. Variety of vocalises.
  - D. Develop intonation awareness of half-steps, whole-steps.
  - E. Matching of pitches with assigned SAB (SATB) a vocal section.
  
- VI. Proper Diction.
  - A. Correct vowel shapes.
  - B. Pronunciation of diphthongs.
  - C. Precise articulation of consonants.
  - D. Develop overall clear diction for the understanding of the choral text.
  
- VII. Vocal Production Terminology.
  - A. Diaphragm.
  - B. Articulation.
  - C. Inhalation.
  - D. Exhalation.
  - E. Pitch.

## **Unit Plan II**

**Developing reading/sight reading and singing of SAB/(SATB) choral music.**

### **Individual Learner Objectives**

The 8th grade student in Junior High Chorus will be able to:

1. Read and perform quarter, half, whole, eighth note and rest rhythms accurately.
2. Echo sing short melodic, rhythmic pitch patterns.
3. Identify notes on the staff (grand staff).
4. Read and perform rhythm patterns in various meters.
5. Sing accurately pitches and rhythms of assigned SAB (SATB) vocal sections.
6. Identify/apply simple music terminology within music vocal score performing.
7. Sing a varied repertoire of vocal literature, demonstrating the composing and arranging of music.

## Subject Outline

- I. Notes and Rhythms.
  - A. Assortment of notes/rhythms.
  - B. Varied exercise for practice.
  - C. Varied repertoire.
  
- II. Melodies/Rhythmic Patterns.
  - A. Sight-reading short melodic patterns.
  - B. Apply music reading skills to accompanied song.
  - C. Assortment of rhythm patterns.
  
- III. Identify Names of Notes.
  - A. Grand staff scales.
  - B. Treble/Bass Clefs/
  - C. Pitch names identification.
  - D. Pitch notation.
  
- IV. Various Meters.
  - A. Time signatures of 2/4, 3/4, 4/4.
  - B. Measure.
  - C. Bar line, double bar line.
  
- V. Accurate Pitches/Rhythms.
  - A. Expand repertoire of vocalises.
  - B. Combination of three-four-part vocal singing.
  - C. Independent vocal part singing.
  
- VI. Music Terminology.
  - A. Describe and review elements of musical notation.
  - B. Music terms.
  
- VII. Vocal Literature.
  - A. Variety of styles of music experienced.
  - B. Variety in arrangements of music.

## **Unit Plan III**

### **Introduction/Development of District Vocal and Ensemble contest entries.**

#### **Individual Learner Objectives**

The 8th grade student in Junior High Chorus will be able to:

1. Demonstrate appropriate selection of solo/ensemble music for contest performance.
2. Experience performing a solo and/or in a group ensemble. \*(S-A;S-A-B).
3. Demonstrate an understanding of music terminology – apply music reading skills to the performance.
4. Experience being a part of a structured organization that judges in a constructive manner the prepared performance of the individual and/or group effort of vocal singing.

#### **Subject Outline**

- I. Appropriate selection of music.
  - A. Secular.
  - B. Broadway Musical Show tune.
  - C. Classica.
  - D. Sacred.
- II. Performance.
  - A. Vocal solo.
  - B. Vocal ensemble – SA; SAB
  - C. Balance/blending of vocal parts.
- III. Accurate Performance.
  - A. Interpret/perform music symbols within the song.
  - B. Demonstrate an understanding of the song that supports expression to what is being sung.
  - C. Memorization of song.
  - D. Proper stage performance etiquette.

## **Unit Plan IV**

### **Musical Play**

#### **Individual Learner Objectives**

The 8th grade student in Junior High Chorus will be able to:

1. Identify appropriate elements needed to put on a musical play.
2. Demonstrate, through study and research, appropriate stage sets needed for musical.
3. Demonstrate, through study and research, appropriate costumes/make-up needs.
4. Create choreography for musical production numbers.
5. Demonstrate memorization of script dialogue as well as musical singing/production numbers.

#### **Subject Outline**

- I. Elements of a musical play.
  - A. Storyline/script.
  - B. Music.
  - C. Stage sets.
  - D. Costumes/make-up.
  - E. Choreography.
- II. Preparations/construction of stage sets.
  - A. Sets to go with setting/time period of musical.
  - B. Work sessions – drawing, painting, construction.
- III. Costumes.
  - A. Style appropriate for time period/setting.
  - B. Make-up/hair styles.
- IV. Choreography.
  - A. Creative staging of movement.
  - B. Dance steps appropriate to musical time period.
- V. Dialogue/music.
  - A. Memorization of dialogue.
  - B. Vocal solos/production numbers.

## **Unit Plan V**

Development in understanding music genres and styles from a variety of cultures with inclusion of historical eras/composers.

### **Individual Learner Objectives**

The 8th grade student in Junior High Chorus will be able to:

1. Experience/perform a variety of styles of music.
2. Recognize similarities and differences among choral styles of the past and present.
3. Demonstrate correct tone production in all assigned vocal parts.

### **Subject Outline**

- I. Variety of music styles/selections performed.
  - A. Folk.
  - B. Foreign language lyrics.
  - C. Patriotic.
  - D. Spirituals.
  - E. Musical Show Tunes.
  - F. Jazz.
  - G. Pop.
  - H. Traditional.
- II. Vocal styles/composers of past and present.
  - A. Recordings of past composers.
  - B. Recordings of present composers.
- III. Vocal Techniques.
  - A. Produce pure and unified vowel sounds.
  - B. Match pitches and sing melody/harmony parts in tune.
  - C. Sing a part accurately in tune with other voices to display harmony, with or without accompaniment (acappella).

## Unit Plan VI

### **Christmas Concert – Preparations of secular, sacred, traditional music.**

#### Individual Learner Objectives

The 8<sup>th</sup> grade student in Junior High Chorus will be able to:

1. Perform a variety of styles of Christmas music.
2. Demonstrate correct tone production in SAB (SATB) vocal arrangements.
3. Demonstrate appropriate singing posture, breath support, and diction of lyrics.
4. Develop basic skills in self-improvement via rehearsals of assigned choral music.
5. Demonstrate responsible conduct and representation of choral group during concert.

#### Subject Outline

- I. Variety in styles of Christmas music.
  - A. Secular.
  - B. Traditional.
  - C. Sacred.
  - D. Foreign languages.
- II. Three/four-part harmony music selections.
  - A. S-A-B; (S-A-T-B) music.
  - B. Matching of pitches per assigned vocal part.
- III. Appropriate singing mechanics.
  - A. Proper inhale/exhale patterns of breathing.
  - B. Correct posture.
  - C. Pronunciation of lyrics.
- IV. Appropriate vocal techniques.
  - A. Produce pure and unified vowel sounds.
  - B. Match pitches and sing melody/harmony parts in tune.
  - C. Sing a part accurately in tune with other voices to display harmony, with or without accompaniment (acappella).
- V. Concert Presentation.
  - A. Stage presence.
  - B. Performance.

## Unit Plan VII

### **Developing criteria for the evaluating quality of music and music performers/performances.**

#### Individual Learner Objectives

The 8th grade student in Junior High Chorus will be able to:

1. Develop recognition of achieving good vocal sounds from beginning to end of year.
2. Evaluate self both as a solo and/or ensemble performer.
3. Evaluate progress as a solo or ensemble performer by listening in a “constructive” manner; from early rehearsals to the finished, polished performance.
4. Work effectively with others in a choral ensemble.
5. Develop leadership abilities.

#### Subject Outline

- I. Recognition of progress in developing the voice.
  - A. Noting development of individual vocal range.
  - B. Noting improvement in choral techniques/mechanics such as intonation, articulation, etc.
- II. Evaluate self as a soloist and/or ensemble performer.
  - A. Develop skills in self-improvement in production of vocal techniques.
  - B. Listen critically to self via recording actual rehearsing of solo or ensemble music.
  - C. Note progress being made from early rehearsing to polished preparation of music being worked on.
- III. Evaluate ensembles’ performance/programs.
  - A. Vocal qualities – blend – balance.
  - B. Choral techniques/mechanics.
- IV. Working together in an ensemble.
  - A. Promote and develop importance of performing as a ‘group’.
  - B. Work effectively as a responsible member of a performing group.
  - C. Demonstrate an understanding in music that supports expression to what is being sung/performed.
- V. Leadership.
  - A. Vocal section leader.
  - B. Develop and demonstrate responsible conduct and representation within the choral group.
  - C. “Opening exercises” assistant.

## **Unit Plan VIII**

### **Spring Concert Repertoire – preparations of selected music.**

#### **Individual Learner Objectives**

The 8th grade students in Junior High Chorus will be able to:

1. Perform varied styles of music.
2. Demonstrate ear training for correct pitch, producing clear, articulated sounds.
3. Demonstrate appropriate singing posture and correct breath support.
4. Demonstrate the importance and benefits of working together as a group.
5. Demonstrate responsible conduct and representation of the choral group for concert.

#### **Subject Outline**

- I. Music Selections.
  - A. Variety of styles of music for end-of-year concert.
  - B. Music of diversity/foreign languages may be included.
- II. Interpretation of musical score.
  - A. Accurate singing of three-part;(four-part) harmonies.
  - B. Accurate rhythms.
  - C. Accurate pitches
  - D. Accurate articulation and expression.
- III. Vocal Characteristics.
  - A. Appropriate posture/breathing techniques.
  - B. Balance of blend and volume levels.
- IV. Performance.
  - A. Following cues of conductor.
  - B. Appropriate concert behaviour.
  - C. Musical quality.

## **Modifications**

Modifications of instructional content in this course may include, but are not limited to, the following:

- Modified pace
- Modified homework assignments
- Modified tests
- Adaptive equipment
- Use of Resource Staff
- Other modifications as specified in a student's IEP
- Other modifications for Gifted/Talented students

**Units 1 – 8 Alignment with State Academic Standards**  
**For**  
**8th Grade Junior High School Chorus**

**Standard I – Singing alone and with others.**

Students sing as a group accurately and expressively. They sing with a steady tone, consistent breath control throughout their vocal ranges, clear diction, and good posture. 8.1.1; 8.1.2.

**Standard II – Playing an instrument alone and with others.**

Students perform on an instrument accurately and independently. They play simple melodies and accompaniments by ear and perform instrumental parts while others play or sing. 8.2.1

**Standard III – Reading, notating, and interpreting music.**

Students read and notate rhythmic notation in various meters. They read and notate pitches in treble and bass clef. Students in Grade 8 identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression. 8.3.1; 8.3.2; 8.3.3.

**Standard IV – Improvising melodies and accompaniments.**

Students improvise simple short melodies, alone or accompanied, using a steady tempo and a consistent meter. They improvise simple accompaniments. a simple harmonic accompaniment to enhance a given melody. 8.4.2.

**Standard V – Composing and arranging music within specified guidelines.**

Students compose music with the instructor's guidance. They use the elements of music to create unity and variety in the composition.

**Standard VI – Listening to, analyzing, and describing music.**

Students identify musical forms when they are heard. They talk about specific musical events heard, and using proper terminology, they define and use the musical elements of meter, rhythm, pitch, tonality, intervals, chords, and basic harmonic progressions. Students also identify vocal characteristics, musical sounds, and instruments originating from other cultures. 8.6.1; 8.6.2; 8.6.3; 8.6.4; 8.6.5.

**Standard VII – Understanding relationships between music, the other arts, and disciplines outside the arts.**

Students identify similarities among the various arts. They discuss similarities among other subject areas and the arts. Students also apply non-musical skills learned through music study to other life settings. 8.7.1; 8.7.2.

**Standard VIII – Understanding music in relation to history and culture.**

Students identify works and composers of other historical eras. They identify examples of musical genres and styles. Students also understand the impact of historical events upon music, and discuss the uses of music. Students explore the variety of musical careers and the role of artists within the community. 8.8.1; 8.8.2; 8.8.3; 8.8.4.

**Standard IX – Evaluating and critiquing music and music performances.**

Students develop criteria for what defines musical quality, and constructively evaluate performances or compositions. 8.9.1; 8.9.2.

