

Hampton Academy Music Department

Choral Curriculum – Grades 6-8

The National Coalition for Core Arts Standards created a framework in 2014 for standards in the arts using the four Artistic Processes of *Creating*, *Performing*, *Responding*, and *Connecting*. In chorus class, we focus on the artistic process of *Performing* which incorporates the following components:

Selecting our repertoire;

Analyzing and **Interpreting** the music;

Rehearsing, Evaluating, and Refining as an ensemble to learn our music and improve the quality of our performance; and

Presenting our final product to our audience.

While our focus is on *Performing*, standards from the *Responding* and *Connecting* processes are also embedded into our curriculum. When assessing and reporting student progress, we have organized our standards into three strands:

Respond & Connect; Rehearse & Refine; and Present. The chart below outlines the standards that fall under each strand and highlights of what those standards look like in the classroom. The repertoire we sing each year provides a basis for much of our curriculum, therefore specific units of study (ex. World Music or Broadway) may vary depending on the songs we are singing as well as the study of specific musical concepts, vocabulary, symbols, etc.

Hampton Academy Report Card Strands and Correlating Anchor Standards	Highlights – I Can Statements for Standards
<p>Respond & Connect</p> <p>Performing: Anchor Standard 4: Select, analyze, and interpret artistic work for presentation.□</p> <p>Responding: Anchor Standard 9: Apply criteria to evaluate artistic work</p> <p>Connecting: Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art.</p> <p>Connecting: Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding</p>	<p>I can select varied musical works to present based on interest, knowledge, technical skill, and context.</p> <p>I can read and identify symbols for pitch, rhythm, articulation, dynamics, tempo, and form and explain their function.</p> <p>I can describe music using appropriate terminology.</p> <p>I can interpret the elements of music and expressive qualities used in order to convey intent.</p>

	<p>I can develop and apply criteria to evaluate the quality and effectiveness of my own and others' performances.</p> <p>I can combine and relate knowledge and personal experiences when responding to music.</p> <p>I can gain a deeper understanding of music by making connections to the history and culture surrounding the music.</p>
<p>Rehearse & Refine</p> <p>Performing: Anchor Standard 5: Develop and refine artistic techniques and work for presentation.</p>	<p>I can rehearse and evaluate our singing in order to improve technical accuracy and expressive qualities in our performance.</p> <p>I can demonstrate appropriate ensemble skills necessary to make a meaningful contribution to the chorus during rehearsals.</p> <p>I can demonstrate appropriate musicianship skills and vocal technique necessary to make a meaningful contribution to the chorus during rehearsals.</p> <ul style="list-style-type: none"> ● I can get my mind and body ready to sing by focusing during warm ups ● I can sit and stand with proper singing posture ● I can sing with an appropriate tone ● I can sing with appropriate diction and energy/expression for the piece we are singing ● I can follow along with the words and music in order to sing my part accurately, taking note of dynamics and other markings ● I can sing with a relaxed, dropped jaw to create open space and tall vowels ● I can respond appropriately to conductor cues and use feedback to improve my accuracy and expressiveness

	<ul style="list-style-type: none"> • I can push myself to take risks by acting as a leader in my section, singing out, and helping others who need assistance with their singing
<p>Present</p> <p>Performing: Anchor Standard 6: Convey meaning through the presentation of artistic work</p>	<p>I can sing from memory a varied repertoire of songs representing genres and styles from diverse cultures including songs in other languages.</p> <p>I can sing on pitch and in rhythm with appropriate diction, posture, breath control, tone, and expression.</p> <p>I can sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of the conductor.</p> <p>I can sing in harmony through ostinatos, partner songs, rounds, and songs in 2 and 3 parts.</p> <p>I can demonstrate performance decorum (such as stage presence, attire, and behavior) appropriate for the venue and purpose of the performance.</p> <p>I can demonstrate audience etiquette appropriate for the venue and purpose of the performance.</p>
<p>Sample Repertoire Genres and Themes</p> <p>Broadway Cinematic Music Holidays around the World Music of the Decades Patriotic Music Spirituals World Music</p>	<p>Sample Vocabulary</p> <p>standard musical notation, staff, bar line, double bar line, treble clef, bass clef, grand staff, system, melody, harmony, unison, soprano, alto, baritone, dynamics (pp-ff), crescendo, decrescendo, accents, fermata, tempo, a tempo, ritardando, rhythm, beat, pick up beat, time signature, articulation, staccato, legato, diction, phrasing, tone, pitch, breath support, balance, repeat sign, D.S./D.C. al Coda, Coda, Dal Segno, Da Capo, 1st ending, 2nd ending, choreography, flat, sharp, intonation, verse, chorus, bridge, round, partner song, stagger breathing</p>

