

SWALLOW SCHOOL DISTRICT CURRICULUM GUIDE

Curriculum Area: Music

Course Length: Full Year

Grade: 5th-6th Choir

Date Last Approved: March 15, 2017; **Reviewed** Spring 2021

Stage 1: Desired Results

Course Description and Purpose:

5th and 6th grade choir provides students with an introductory experience in performing in a choral music ensemble. Students will have the opportunity to sing 2 and 3 part music. The goal of the Swallow Choir program is for students to not only become proficient performing musicians but collaborative thinkers and team – members. Students will display their proficiencies in concerts and individual performances. Students will demonstrate understanding of musical concepts through performing, describing, creating and connecting.

Enduring Understanding(s):

1. Creating art forms fosters problem solving skills and the conception of new ideas.
2. By performing and presenting within the fine arts students synthesize, describe, and generate an artist's process.
3. When responding in the fine arts students interact with and reflect on artistic work and performances to develop understanding.
4. When participating in the fine arts students will connect artistic ideas and processes with personal meanings and relate with their world, community and other disciplines.

Essential Question(s):

1. What do you need to do in order to create a good singing tone?
2. How do printed music symbols translate to music that people listen to?
3. How does my part in a song relate to other parts in the choir?
4. What makes a performance significant?
5. How has choir music shaped history and cultures?

Learning Targets:

- 1. PERFORM:** Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)
- 2. CREATE:** Students will create original, improvised or composed compositions that meet appropriate criteria. (Product)
- 3. RESPOND/CONNECT:** Students will respond and connect to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)
- 4. REHEARSE:** Students will rehearse with proper rehearsal decorum, social skills and audience etiquette appropriate for the context and venue. (Skill)

Stage 2: Learning Plan

**I. Singing Mechanics/Tone Production
(MAS 5)**

Standards:

MAS 5: Develop and refine artistic techniques and work for presentation.

<div>A. Posture</div> <div>B. Proper breathing technique</div> <div>C. Care and maintenance of vocal instrument</div> <div>D. Diction/Articulation</div> <div>E. Intonation (Pitch matching)</div>	<div>Learning Targets Addressed: Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill) Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)</div> <div>Key Resources Used:<div><ul style="list-style-type: none">Sing On SightMusic ExpressLevel appropriate choir music</div></div> <div>Assessment Map:<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Skill</td><td>Classroom Observation</td></tr><tr><td>Formative</td><td>Skill</td><td>Demonstration of Individual Techniques</td></tr><tr><td>Summative</td><td>Skill/Product</td><td>Recorded performance including all elements of singing mechanics.</td></tr></table></div>	Type	Level	Assessment Detail	Practice	Skill	Classroom Observation	Formative	Skill	Demonstration of Individual Techniques	Summative	Skill/Product	Recorded performance including all elements of singing mechanics.
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<div>2. Music Reading Skills (Literacy) MAS 5, MAS 7, MAS 8</div> <div>A. Following and performing 2 part music.</div> <div>B. Rhythmic literacy. (Add dotted quarter notes, introduce syncopation)</div> <div>C. Melodic literacy. (Sight Read simple melodies)</div> <div>D. Dynamic Terms (All) E. Misc musical terms including forms (repeat signs)</div> <div>F. Articulation Terms: staccato and legato</div>	<div>Standards: MAS 5: Develop and refine artistic techniques and work for presentation. MAS 7: Perceive and analyze artistic work. MAS 8: Interpret intent and meaning in artistic work. :</div> <div>Learning Targets Addressed: Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill) Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)</div> <div>Key Resources Used:<div><ul style="list-style-type: none">Sing On SightMusic ExpressLevel appropriate choir music</div></div> <div>Assessment Map:<table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Knowledge</td><td>Classroom Discussion</td></tr><tr><td>Formative</td><td>Knowledge</td><td>Verbalize Musical Vocabulary</td></tr><tr><td>Summative</td><td>Product/Skill</td><td>Performance contains correct musical elements.</td></tr></table></div>	Type	Level	Assessment Detail	Practice	Knowledge	Classroom Discussion	Formative	Knowledge	Verbalize Musical Vocabulary	Summative	Product/Skill	Performance contains correct musical elements.
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<p>3. Responding to Performances MAS 7, MAS 8, MAS 9 A. Independent Critique</p> <p>B. Evaluate performances.</p> <p>C. Comparing and contrasting various performances.</p>	<p>Standards: MAS 7: Perceive and analyze artistic work. MAS 8: Interpret intent and meaning in artistic work. MAS 9: Apply criteria to evaluate artistic work.</p> <p>Learning Targets Addressed: Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)</p> <p>Key Resources Used:</p> <div><ul style="list-style-type: none">• Sing On Sight• Music Express• Level appropriate choir music</div> <p>Assessment Map:</p> <table><tr><th>Type</th><th>Level</th><th>Assessment Detail</th></tr><tr><td>Practice</td><td>Reasoning/ Knowledge</td><td>Class discussion on specific performance elements.</td></tr><tr><td>Formative</td><td>Reasoning/ Knowledge</td><td>Performance Evaluation Comparing multiple compositions using a set of criteria.</td></tr><tr><td>Summative</td><td>Product</td><td>Performance Evaluation includes an action plan for future performances.</td></tr></table>	Type	Level	Assessment Detail	Practice	Reasoning/ Knowledge	Class discussion on specific performance elements.	Formative	Reasoning/ Knowledge	Performance Evaluation Comparing multiple compositions using a set of criteria.	Summative	Product	Performance Evaluation includes an action plan for future performances.
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<p>4. Creative Process. MAS 1, MAS 2, MAS 5, MAS 6, MAS 8 A. Compose melodies and rhythms using a set of criteria.</p> <p>B. Respond to various compositions with own interpretations and variations.</p> <p>C. Participate and be a stakeholder in performances, rehearsals and the ensemble experience.</p>	<p>Standards: MAS 1: Generate and conceptualize artistic ideas and work. MAS 2: Organize and develop artistic ideas and work. MAS 5: Develop and refine artistic techniques and work for presentation. MAS 6: Convey meaning through the presentation of artistic work. MAS 8: Interpret intent and meaning in artistic work.</p> <p>Learning Targets Addressed Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill) Target 2: Students will create original, improvised or composed compositions that meet appropriate criteria (Product) Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge) Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)</p> <p>Key Resources Used:</p>												

- Sing On Sight
- Music Express
- Level appropriate choir music

Assessment Map:

Type	Level	Assessment Detail
Practice	Skill/ Knowledge/ Reasoning	<i>Whole Group Composition</i>
Formative	Product	Group Compositions
Summative	Product	Individual Compositions

5. Styles/Historical Significance of choral music
MAS 4, MAS 7 MAS 8

A. Sing music from various cultures.

B. Sing American Music. (Folk music, Gospel, etc.)

C. Analyze various musical styles.

Standards:

MAS 4: Select, analyze and interpret artistic work for presentation.

MAS 7: Perceive and analyze artistic work.

MAS 8: Interpret intent and meaning in artistic work.

Learning Targets Addressed:

Target 1: Students will perform vocal or instrumental performances with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context. (Skill)

Target 3: Students will respond to a musical composition through analysis using the elements of music from a wide range of cultures, time periods and genres. (Reasoning/Knowledge)

Target 4: Students will demonstrate performance/rehearsal decorum (social skills and performance practices) and audience etiquette appropriate for the context and venue. (Skill)

Target 5: Students will demonstrate understanding of connections between music and the other arts, other disciplines, varied contexts and daily life. (Reasoning)

Key Resources Used:

- Sing On Sight
- Music Express
- Level appropriate choir music

Assessment Map:

Type	Level	Assessment Detail
Practice	Knowledge	Classroom Discussion
Formative	Knowledge/ Skill/ Reasoning	Compare and contrast various styles of music.
Summative	Product	Perform with stylistic techniques.

