

Curriculum / Course / Grade: 7<sup>th</sup>-8<sup>th</sup> Grade Choir

Teacher's Name: Tony Streng

Standard(s):

*A. Artistic Interpretation*

The student will understand and use artistic processes to analyze and interpret a variety of works in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

*B. Artistic Creativity and Performance*

The student will understand and use artistic processes to create and perform in at least two of the three arts areas required to be offered by a school from the following: dance, music, theater, and visual arts.

**Skills / Benchmarks:** The student will:

- A.1. understand how the following components of music are used to convey meaning:
  - a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;
  - b. vocabulary;
  - c. styles, such as blues, jazz, or opera; and
  - d. structures, such as ABA;
- A.2. understand the connection between a work of music, its purpose, and its cultural and historical contexts;
- A.3. understand how the vocabulary of music is similar to and different from other arts areas, such as dance, theater, or visual arts;
- A.4. communicate a personal reaction to performances of original works, compositions, or interpretations and performances of existing music using the components of music; and use criteria to evaluate musical performances.

B.1. understand the following components

**Assessment:**

- 1. Participation
- 2. Concert Performances
- 3. Tests: Short Answer and Singing
- 4. Assignments: Music Theory, Music History

**Content:**

Rehearsing and studying pieces for performance arranged for 2-Part Choir spanning all five periods of music history: Renaissance, Baroque, Classical, Romantic, and Contemporary.

<p>of music:</p> <ul style="list-style-type: none"> <li>a. elements, including melody, rhythm, harmony, dynamics, tone color, texture, and form;</li> <li>b. vocabulary;</li> <li>c. styles, such as blues, jazz, or opera; and</li> <li>d. structures, such as ABA;</li> </ul> <p>B.2. understand technical skills of music, such as singing or playing instruments;</p> <p>B.3. understand how audience and occasion affect artistic choices when composing and performing music;</p> <p>B.4. use artistic processes to create and perform in a variety of musical contexts;</p> <p>B.5. express and communicate ideas using the components of music;</p> <p>B.6. use improvisation and composition to generate ideas for artistic expression in music;</p> <p>B.7. make and explain artistic choices in composing and performing music; and</p> <p>B.8. use feedback to revise musical creation or performance.</p>		
<p>Essential Questions: What life-long skills can be learned and developed through participating in a music ensemble? How can music enrich the lives of its performers and audiences? Why does music have the potential to have such a strong impact on the people it touches?</p>		
<p>Activities: Rehearsals, Sectionals, Listening, Problem Solving, Music Theory and History Assignments</p>		
<p>Resources used: Piano, Boom Box, Recordings, Music, Curriculum Books</p>		
<p>Methods of Delivery: Conducting, Rehearsing, Demonstration, Self-Discovery, Recitation, Lecture, Discussion, Problem Solving.</p>		
<p>Curricular Collaboration: Band and Middle School Choir</p>		
<p>Notes:</p>		
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