



Middle School Beginning Chorus

Deer Valley Unified School District #97



Outcomes For Concepts	Suggested Activities	Suggested Methods For Assessment	Suggested Areas For Integration
<p>1. VOCAL TECHNIQUE</p> <ul style="list-style-type: none"> • Develop appropriate posture for good vocal production and breath control. • Sing with a free, open, natural tone. • Develop appropriate diction and vowel production. <p>2. HARMONY</p> <ul style="list-style-type: none"> • Sing in unison with accurate pitch. 	<p>Use physical warm-ups to establish appropriate posture.</p> <p>Sing with different qualities as affected by vowel production and embouchure for comparison of sounds.</p> <p>Sing vocal warm-ups that emphasize consonants and pure vowel sound.</p> <p>Sing examples in current literature with pure vowels, diphthongs, consonants, et al.</p> <p>Sing unison literature or literature that has unison passages.</p>	<p>Observe posture of student in rehearsal & performance.</p> <p>Listen for tone quality, individually & in the group.</p> <p>Listen for clarity of consonants. Listen for open, pure vowels.</p> <p>Listen for accuracy of pitch in rehearsal & performance.</p>	<p>Health, Science</p> <p>Speech, Language Arts</p>

<ul style="list-style-type: none"> Develop musical independence through singing in a variety of harmonic methods. Develop the ability to sing in accompanied and unaccompanied selections. 	<p>Sing in canons, rounds, counter-melodies, parallel harmony in two and three parts.</p> <p>Sing a variety of music literature that uses different kinds/styles of accompaniment.</p> <p>Sing a capella literature.</p>	<p>Listen for pitch accuracy in small ensembles and in whole groups.</p> <p>Listen for intonation with and without accompaniment.</p>	
<p>3. EXPRESSION/INTERPRETATION</p> <ul style="list-style-type: none"> Respond accurately to the gestures of conductor. Develop an understanding of correct phrasing, appropriate expression and volume control. 	<p>Use conducting patterns in warm-ups as well as literature to establish beat patterns, dynamics, tempo, etc.</p> <p>Discuss relationships of text to phrase (breath control), dynamics, tempo.</p>	<p>Listen for accurate interpretation of conductor's gestures for entrances, cut-offs, dynamics, tempo, etc. Observe student for focus of attention.</p> <p>Listen for application, phrases & expression markings in performance & rehearsal. Write & use appropriate phrase markings in music.</p>	Literature, Language Arts

<ul style="list-style-type: none"> Respond with appropriate movement "choralography" to a musical selection. 	<p>Use/have students create movement appropriate to text of selection.</p>		
<p>4. MUSICIANSHIP/MUSICAL LITERACY</p> <ul style="list-style-type: none"> Develop basic music reading skills of pitch, rhythm, and other notational symbols. Show an awareness of the forms and structures of works performed. 	<p>Utilize solfege in sight-reading music selections.</p> <p>Introduce passages of like melody/harmony of a selection at the same time.</p>	<p>Observe movement/choralography for appropriate interpretation of music.</p> <p>Listen for accuracy of rhythm & pitch during sight-reading. Write solfege in music. Discuss/analyze melody & rhythm, patterns in selections.</p> <p>Discuss form & apply to selections.</p>	<p>Dance, PE</p> <p>Reading</p> <p>Language Arts</p>

<ul style="list-style-type: none"> Evaluate the quality of performances, uses appropriate musical terms. <p>5. STYLE</p> <ul style="list-style-type: none"> Experience a singing in a variety of appropriate styles of choral literature. Experience singing in different languages. 	<p>Have students find repeated or contrasting passages of a given selection.</p> <p>Video tape/audio tape performances/rehearsal to look/listen for concepts covered.</p> <p>Create concert sets using a variety of selections -- classical, pop, folk, spiritual, patriotic, show tunes, etc.</p> <p>Discuss historical aspect of songs and how it affects style of performance.</p> <p>Use solfege to teach pure vowels of foreign languages.</p>	<p>Critique by discussion and in writing performances for specific concepts.</p> <p>Listen for appropriate intrepertation of style.</p> <p>Listen for accurate pronunciation and inflection of languages.</p>	<p>Writing/Language Arts</p> <p>History, Social Studies, Literature</p> <p>Foreign Language, Reading</p>
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