

Course Overview

Unit Title	Unit Summary
CHAMPS for Music Class	In this unit, students are introduced to the classroom rules and procedures by teaching expectations related to classroom management, safety, music community, and curriculum. The student learns the classroom expectations while experimenting with music and instruments.
Posture	In this unit, students learn proper posture while singing. The students learn the correct way to sing while standing or sitting.
Solfege/Sight Singing (pentatonic)	In this unit, the students learn Curwin hand signs, how to identify and label solfege on the musical staff and sight sing new material utilizing both skills simultaneously.
Rhythm Reading	In this unit, the students will use prior knowledge of steady beat to perform and analyze rhythm in a variety of meters. Students will be able to apply these skills to new materials and music.
Breathing	This unit teaches students how to breathe properly for singing. In addition, students will learn the scientific and physiological pathways of appropriate vocal production.
Vocal Health	In this unit, students will learn to monitor and care for their personal vocal health by identifying healthy vocal habits and behaviors. They will also learn to identify poor vocal health and ways to self correct.
Vocal Technique	In this unit, students will learn proper vowel placement, the differences between upper and lower register singing, and excellent diction. In addition, students will use a variety of dynamics while demonstrating the differences between breathy, nasal and focused tone while singing.
Repertoire	In this unit, students will experiment with a variety of repertoire chosen on their behalf. It will represent a variety of time periods, cultures, languages. They will be able to identify which repertoire might be more accessible or more challenging to their individual voice part.

Standards for CHAMPS

Texas Essential Knowledge and Skills (TEKS)

(5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:

(A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;

(B) identify criteria for listening to and evaluating musical performances;

(E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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Standards for Posture

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
    - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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Standards for Sight Singing

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.

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Standards for Rhythm Reading

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.

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Standards for Breathing

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (G) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.
- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
  - (A) perform music representative of diverse cultures, including American and Texas heritage;
  - (B) describe written and aurally presented music representative of diverse styles, periods, and cultures;
  - (C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
  - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
  - (B) identify criteria for listening to and evaluating musical performances;
  - (C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;
  - (D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
  - (E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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Standards for Vocal Health

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to
    - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.

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Standards for Vocal Technique

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) experience and explore exemplary musical examples using technology and available live performances;
  - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
  - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
  - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.

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Standards for Repertoire

Texas Essential Knowledge and Skills (TEKS)

- (1) Foundations: music literacy. The student describes and analyzes music and musical sound. The student explores fundamental skills appropriate for a developing young musician. The student is expected to:
  - (A) experience and explore exemplary musical examples using technology and available live performances;
  - (B) describe tonal and rhythmic musical elements using standard terminology such as instrumentation, voicing, intervals, solfège, absolute note names, rhythmic values, and counting systems;
  - (C) describe musical elements of rhythm, including whole notes, half notes, quarter notes, paired and single eighth notes, sixteenth notes, corresponding rests, and meter, including 2/4, 3/4, and 4/4, using standard terminology;
  - (D) identify musical forms presented aurally and through music notation such as binary, ternary, phrasic, rondo, and theme and variations; and
  - (E) explore health and wellness concepts related to musical practice such as body mechanics, hearing protection, vocal health, hydration, and appropriate hygienic practice.
- (2) Foundations: music literacy. The student reads and writes music notation using an established system for rhythm and melody. The student is expected to:
  - (A) identify music symbols and terms referring to notation, including repeat sign; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando, ritardando, moderato, and allegro; and articulations, including staccato and legato;
  - (B) notate meter, rhythm, pitch, and dynamics using standard symbols in a handwritten or computer-generated format;
  - (C) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty within an established system of notation;
  - (D) read music notation using appropriate cognitive and kinesthetic responses such as inner hearing, silent fingering, shadow bowing, or Curwen hand signs; and
  - (E) sight read unison and homophonic music using the appropriate clef in a minimum of two keys and three meters, including 2/4, 3/4, and 4/4.
- (3) Creative expression. The student demonstrates musical artistry by singing or playing an instrument, alone and in groups, performing a variety of unison, homophonic, and polyphonic repertoire. The student makes music at an appropriate level of difficulty and performs in a variety of genres from notation and by memory. The student is expected to:
  - (A) demonstrate, alone and in groups, characteristic vocal or instrumental timbre;
  - (B) perform music alone and in groups, demonstrating appropriate physical fundamental techniques such as hand position, bowing, embouchure, articulation, and posture;
  - (C) perform independently and expressively, with accurate intonation and rhythm, developing fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques;
  - (D) perform independently and expressively a varied repertoire of music representing various styles and cultures;
  - (E) sight-read independently and expressively, with accurate intonation and rhythm, demonstrating fundamental skills and appropriate solo, small ensemble, and large ensemble performance techniques in known keys and rhythms;

- (F) interpret music symbols and terms referring to keys; clefs; dynamics, including crescendo, decrescendo, piano, and forte; tempi, including accelerando and ritardando; and articulations, including staccato and legato, appropriately when performing; and
- (G) create rhythmic phrases using known rhythms and melodic phrases using known pitches at an appropriate level of difficulty.

- (4) Historical and cultural relevance. The student relates music to history, culture, and the world. The student is expected to:
  - (A) perform music representative of diverse cultures, including American and Texas heritage;
  - (B) describe written and aurally presented music representative of diverse styles, periods, and cultures;
  - (C) identify relationships of music concepts to other academic disciplines such as the relationship between music and mathematics, literature, history, and the sciences; and
  - (D) describe music-related vocations and avocations.
- (5) Critical evaluation and response. The student listens to, responds to, and evaluates music and musical performance in both formal and informal settings. The student is expected to:
  - (A) demonstrate appropriate concert and stage etiquette as an informed, actively involved listener and performer during live and recorded performances in a variety of settings;
  - (B) identify criteria for listening to and evaluating musical performances;
  - (C) describe processes and select the tools for self-evaluation and personal artistic improvement such as critical listening and individual and group performance recordings;
  - (D) evaluate the quality and effectiveness of musical performances by comparing them to exemplary models; and
  - (E) demonstrate appropriate cognitive and kinesthetic responses to music and musical performances.

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