

Wells Junior High School Course Summary

Name of Course: Treble Choir (Grade 5 & 6)

Course Overview: Treble Choir is a beginning level course designed for students with treble voices. Students will learn basic vocal technique and components of vocal health. This course will include the exploration of choral music from a variety of musical styles, sight-reading, part-singing, music reading, and music theory. Live performance opportunities are a meaningful component of this class. This course duration is two years.

Summary: Participation in the vocal music program teaches critical thinking, problem solving, teamwork, discipline, creative expression and self-esteem.

Unit of Study	Essential Question(s)	Content/Skill/Concept
Aural Skills and Sight- Singing Maine State Standard A. <u>Disciplinary Literacy – Music:</u> Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes. - Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>. - Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 <i>meter signatures</i>. - Identify symbols and traditional terms referring to <i>dynamics</i>, tempo, and <i>articulation</i>	- What is the relationship between rhythm and beat? - Why is identifying the time and key signatures significant to the sight-reading process? - What does a musical interval look and sound like? - How do Kodaly solfege syllables and Curwen hand signals aid in learning music? - How will developing listening and aural skills improve my ability to read notated music?	- Pattern Improvisation - Read simple rhythmic patterns - Read simple melodic patterns - Kodaly Hand Signs - Curwen Signs - Musical symbols on treble staff - Determine if pitches are moving up or down - Sing and recognize a half or whole step, minor or major thirds
Vocal Technique Maine State Standard B. <u>Creation, Performance, and Expression – Music:</u> Students create, perform, and express through the art discipline.	- Why are proper body alignment and breath support considered to be the foundation of a healthy vocal technique? - What are some of the causes of poor vocal production? - What parts of my body are most engaged in healthy singing? - How does the air we use relate to the sounds we are able to create? - How does the formation of vowels change my vocal sound?	- Head Voice - Chest Voice - Intercostal muscles - Vocal Health - Vocal Production - Posture

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	How does posture impact vocal production?	
Musical Literacy Maine State Standard A. Disciplinary Literacy – Music: Students show literacy in the discipline by understanding and demonstrating concepts, skills, terminology, and processes. Students accurately perform music in easy keys, <i>meters</i>, and rhythms with limited ranges, both instrumentally and vocally, while modeling proper posture and <i>technique</i>, alone or with others. Students identify and read musical notation, symbols, and terminology of <i>dynamics</i>. a. Read whole, half, dotted half, quarter, and eighth notes and rests in 2/4, 3/4, and 4/4 <i>meter signatures</i>. a. b. Identify symbols and traditional terms referring to <i>dynamics</i>, tempo, and <i>articulation</i>. Students listen to and describe simple examples of the elements of music including pitch, rhythm, tempo, <i>dynamics, form, timbre, meter</i>, phrases, style, and major/minor harmony.	How is music communicated in written form? How do composers use markings and symbols to create expression? As a developing music reader, how can I study and learn a piece of music without having it sung for played for me?	- Students will read and notate music - Students will create, improvise and compose music - Students will listen to, analyze and describe music - Students will identify staff, clef, system, note values - Students will properly identify notes on the treble staff - Level One Music Terminology

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Performance Practice Maine State Standard E. <u>Visual and Performing Arts Connections:</u> Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction. • Students identify and demonstrate the positive interpersonal skills necessary to get along with others and participate in the arts • a. Getting along with others • b. Respecting differences • c. Working as a team/ensemble • d. Managing conflict • e. Accepting/giving/using constructive feedback • f. Accepting responsibility for personal behavior • g. Demonstrating ethical behavior • h. Following established rules/etiquette for observing/listening to art	• When is a performance judged ready to present? • Does a performance have to be public to be meaningful? • How does following established ensemble decorum contribute to a quality performance? • What is the importance of the conductor of the ensemble? • How is a music performance evaluated? • How does music reflect as well as shape history and culture?	• Students will evaluate music and music performances • Recognize the relationship between music and the community • Showcase work before and audience • Foster a cultured atmosphere
Choral Repertoire Maine State Standard: E. <u>Visual and Performing Arts Connections:</u> Students understand the relationship among the arts, history and world culture; and they make connections among the arts and to other disciplines, to goal-setting, and to interpersonal interaction. • Students explain that the visual/performing arts help people understand history and/or world cultures.	• How does understanding the context of a piece inform the performance?	• Students will understand • music in relation to history and culture • Student reads score with up to two staves • Repertoire signs, terms and symbols

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Ensemble Skills Maine State Standard B. <u>Creation, Performance, and Expression</u> – Music: Students create, perform, and express through the art discipline. Students create or perform music of various styles and <i>genres</i> in easy keys, <i>meters</i>, and rhythms with limited ranges accurately applying the knowledge and skills of: proper posture and <i>technique</i>; notation; symbols; and terminology of <i>dynamics</i>.	- What is my role within the ensemble? - How is a choral ensemble a community? - How does performing as part of an ensemble differ from individual performance?	Students will sing alone and/or with others a varied repertoire of music