



<b>Subject Area:</b> Performing Arts		<b>Course:</b> Grade 8 Chorus	
<b>Unit 1 Title:</b> Review of Vocal and Choral Basics		<b>Start:</b> <b>Date</b> September	<b>End:</b> <b>Date</b> November
<b>Unit Summary:</b> In this unit, students will remind themselves of the choral basics. They will be reintroduced to various warm-ups, along with several previous concepts like how to follow a conductor, how to read sheet music, and how to approach sight-reading. Students will re-learn all solfege syllables, beginning with the pentatonic scale, and then including fa and ti.			

Stage 1: Desired Results	
<p align="center"><b>Massachusetts Learning Standards</b></p> <p><b>Creating</b></p> <ol style="list-style-type: none"> <li>1. Generate and conceptualize artistic ideas and work. (7-8.M.Cr.01)</li> <li>2. Organize and develop artistic ideas and work. (7-8.M.Cr.02)</li> <li>3. Refine and complete artistic work. (7-8.M.Cr.03)</li> </ol> <p><b>Performing</b></p> <ol style="list-style-type: none"> <li>4. Select, analyze and interpret artistic work for presentation. (7-8.M.P.04)</li> </ol> <p><b>Connecting</b></p> <ol style="list-style-type: none"> <li>10. Relate artistic ideas and works to societal, cultural and historical contexts to deepen understanding. (7-8.M.Co.10)</li> </ol>	
<b>Transfer (Authentic, relevant application of learning to new situations)</b>	
<p><b>Students will be able to independently use their learning to...</b></p> <ul style="list-style-type: none"> <li>• Sight-sing using the full major scale</li> <li>• Improvise comfortably using the pentatonic scale</li> <li>• Compose simple melodies using the full major scale</li> </ul>	
<b>Meaning</b>	
<p align="center"><b>Enduring Understandings</b></p> <p><b>Students will understand that...</b></p> <ul style="list-style-type: none"> <li>• Performing at a high level in choruses means listening intently,</li> </ul>	<p align="center"><b>Essential Questions</b></p> <p><b>Students will consider...</b></p> <ul style="list-style-type: none"> <li>• How does self-expression and vulnerability contribute to a</li> </ul>

<p>cooperating with peers, and being bold and willing to make mistakes</p> <ul style="list-style-type: none"> <li>• Music is capable of portraying messages to audiences stronger than simple words.</li> <li>• Conveying a message and meaning in music demands vulnerability</li> </ul>	<p>performance?</p> <ul style="list-style-type: none"> <li>• How does listening and cooperation improve our singing ability?</li> </ul>
Acquisition	
Knowledge	Skills
<p><b>Students will know...</b></p> <ul style="list-style-type: none"> <li>• Solfege sign, pitch and sound in different combinations and patterns:             <ul style="list-style-type: none"> <li>○ Do</li> <li>○ Re</li> <li>○ Mi</li> <li>○ Fa</li> <li>○ Sol</li> <li>○ La</li> <li>○ Ti</li> <li>○ Do1</li> </ul> </li> <li>• Sight-sing staff of five lines and four spaces - with different starting notes</li> <li>• Octavo Reading             <ul style="list-style-type: none"> <li>○ Vocal staves (SAB/SSA)</li> <li>○ Accompaniment staff</li> <li>○ Tempo Marking (bpm)</li> <li>○ Style Marking</li> <li>○ Introduction</li> <li>○ Symbols                 <ul style="list-style-type: none"> <li>■ Repeat signs</li> <li>■ D/C al Fine &amp; coda</li> <li>■ Bar numbers</li> <li>■ Section indicators</li> </ul> </li> </ul> </li> <li>• Music Notation:             <ul style="list-style-type: none"> <li>○ Rhythmic                 <ul style="list-style-type: none"> <li>■ Whole Notes/Rests</li> </ul> </li> </ul> </li> </ul>	<p><b>Students will be skilled at...</b></p> <ul style="list-style-type: none"> <li>• Following a conductor's gesture</li> <li>• Listening to the chorus constantly and adjusting their sound.</li> <li>• Following along with a score</li> <li>• Reading rhythmic notation</li> <li>• Singing using solfege</li> <li>• Using breath control</li> <li>• Sight-singing using the full major scale</li> <li>• Improvising using the pentatonic scale</li> <li>• Composing simple melodies</li> </ul>



<ul style="list-style-type: none"><li><ul style="list-style-type: none"><li>■ Half Notes/Rests</li><li>■ Quarter Notes/Rests</li><li>■ Eighth Notes/Rests</li></ul></li><li>● Time Signatures:<ul style="list-style-type: none"><li>○ 4/4</li><li>○ 3/4</li><li>○ 2/4</li></ul></li><li>● Following a Conductor:<ul style="list-style-type: none"><li>○ Downbeat/Upbeat</li><li>○ Breath</li><li>○ Phrase</li><li>○ Dynamics</li></ul></li><li>● Vocal Technique/Tone Production<ul style="list-style-type: none"><li>○ Posture</li><li>○ Jaw position</li><li>○ Diaphragm/Full Breath</li></ul></li><li>● Range<ul style="list-style-type: none"><li>○ Expand lower and higher</li></ul></li></ul>	
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