

NORTH MAC MIDDLE SCHOOL  
CURRICULUM GUIDE

**Teacher**-Keith Fatheree

**Grade Level**-6<sup>th</sup> – 8th

**Course**-Chorus

**Course Aims**-Students will be introduced to and develop the skills, principles and theories of chorus.

**Course Description**- The focus of 6th grade band we will be producing an appropriate tone, articulations, fingerings, sticking, dynamics, major scales, rhythm, staff symbols and notes . This will be accomplished through use of the band method book. Students will be expected to practice not only in class but at home as well. The students will be given exercises from their book to perform for a letter grade as per the beginning band performance rubric.

**Assessment**

Students earn 10 daily participation points.

**Example**

- Daily Participation Points
- Performance Assessment

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QUARTER: First

COURSE: 6<sup>th</sup> – 8<sup>th</sup> Grade Chorus

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
A varied repertoire of choral warm-ups 2-part music Posture Breathing Enunciation Articulation Treble clef notes Bass clef notes Leger lines Rhythm <ul style="list-style-type: none"> <li>• Whole Notes/Rests</li> <li>• Half</li> <li>• Quarter</li> <li>• Eighth</li> <li>• Sixteenth</li> </ul> Solfege with Curwin-Glover Hand Signs So-mi, so-la-mi, so-do, so-mi-do Balance and blend Vocal range evaluation and part assignment Preparation for Veterans Day Program	Informal individual daily evaluation  Periodic worksheets over concepts and skills learned in class  Attendance and participation in performances	<b>25.A.3c</b> <b>Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <b>26.A.3c</b> <b>Music:</b> Describe the processes involved in composing, conducting and performing. <b>26.A.3d</b> <b>Music:</b> Read and interpret traditional music notation in a varied repertoire.		<ol style="list-style-type: none"> <li>1. What does good vocal technique sound and feel like?</li> <li>2. Does posture affect my singing?</li> <li>3. Why is proper enunciation and articulation important to vocal musicianship?</li> <li>4. What is ear training and why is it important to a singer?</li> <li>5. What is sight singing and what skills are required to sight sing properly?</li> <li>6. What is the difference between choral art music and popular vocal music?</li> <li>7. How do I develop a natural, relaxed vocal technique?</li> <li>8. What skills are necessary for a musician read music?</li> <li>9. What exercises does a chorus sing to warm up?</li> <li>10. What music will we prepare for the Veterans Day</li> </ol>

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			Program? 11. What is proper etiquette for chorus members during a concert or program? 12. What is proper audience etiquette?
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QUARTER: Second

COURSE: 6<sup>th</sup> – 8<sup>th</sup> Grade Chorus

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Continuation of first quarter concepts and skills Introduction of 3-part music Reevaluation of vocal range and part assignment Preparation for winter concert Symbols of the staff	Informal individual daily evaluation  Daily Participation  Periodic worksheets	<b>25.A.3c Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <b>26.A.3c Music:</b> Describe the processes involved in composing, conducting and performing. <b>26.A.3d</b>		1. How does a choir prepare for a performance? 2. Why is balance important to a choral performance? 3. What is correct concert etiquette? 4. What is correct audience etiquette? 5. What are the symbols found in music and what are they used for?

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		<b>Music:</b> Read and interpret traditional music notation in a varied repertoire.		
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QUARTER: Third

COURSE: 6<sup>th</sup> 8th Grade Chorus

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Continuation of previous quarters Solo/Ensemble Accompanying Contest Etiquette Organizational contest music, 3-part Concert music-2 and 3-part Key Signature	Informal daily evaluation of individual playing  Formal weekly evaluation of individual playing  Daily Participation  Periodic worksheets	<b>25.A.3c Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <b>26.A.3c Music:</b> Describe the processes involved in composing, conducting and performing. <b>26.A.3d Music:</b> Read and interpret traditional music notation in a varied repertoire.		<ol style="list-style-type: none"> <li>1. What is solo &amp; ensemble contest?</li> <li>2. Am I required to participate?</li> <li>3. What is a solo?</li> <li>4. What is an ensemble?</li> <li>5. What is correct contest etiquette?</li> <li>6. What is an accompanist?</li> <li>7. Where is the key signature located in the music?</li> <li>8. What does a key signature tell me?</li> </ol>

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QUARTER: Fourth

COURSE: 6<sup>th</sup> – 8<sup>th</sup> Grade Chorus

<i>Content</i>	<i>Assessment</i>	<i>Standards</i>	<i>Common Core</i>	<i>Essential Questions</i>
Continuation of third quarter Review of music elements	Informal daily evaluation of individual playing  Formal weekly evaluation of individual playing  Daily Participation  Periodic worksheets	<b>25.A.3c Music:</b> Identify and describe changes in elements and expressive qualities (e.g., crescendo, ritardando, fermata, meter, sforzando). <b>26.A.3c Music:</b> Describe the processes involved in composing, conducting and performing. <b>26.A.3d Music:</b> Read and interpret traditional music notation in a varied repertoire.		1. Same as third quarter

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