

Orange Unified School District

MIXED CHOIR

Year Course

GRADE LEVEL: 6-8

PREREQUISITES: None

INTRODUCTION TO THE SUBJECT:

Mixed Chorus is a year-long introductory course designed for male and female singers to explore singing as a creative and expressive endeavor. Visual and Performing Arts departments may choose to use this class based on the needs of the school site. Students will explore and perform songs using a variety of styles. Students will begin to learn the vocabulary of vocal music, singing techniques, music theory, and music history and apply that knowledge to songs. They will experience connections to the other arts and study the types of careers that are available to them through music.

COURSE CONTEXT

Mixed Chorus is an entry-level course that prepares students for advanced classes in vocal music (Concert Choir, Vocal Ensemble). It is a core music course.

HISTORY OF COURSE DEVELOPMENT

Mixed Chorus curriculum was developed by a committee of vocal music instructors representing the district middle schools. This course has been developed for all OUSD middle schools.

COURSE GOALS AND/OR STUDENT OUTCOMES:

Students will gain experience by:

Exploring the voice and how it functions, with emphasis on breath control, pitch development, and articulation.

Learning to use solfege as a tool to improve the voice and learn songs.

Learning and memorizing a wide selection of repertoire in unison and parts, including works in a variety of styles.

Analyzing the musical works and performances of themselves and others and making aesthetic judgments based on their own experiences with music and knowledge of proper style and content of a performance.

Applying what they have learned about making music in performing in concerts that are scheduled for their ensemble.

COURSE OBJECTIVES:

BY THE END OF THE COURSE THE STUDENT WILL BE ABLE TO:

Meet the following Music Standards, Grades 6-8 Proficient from the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve:

ARTISTIC PERCEPTION

Processing, analyzing, and responding to sensory information through the language and skills unique to music (Standard 1.0, Grades 6-8 Proficient). Students listen to, analyze, and describe music using music terminology.

Students will analyze and compare the use of music elements in unison, and two-part choral repertoire.

Students will sight-read simple melodic lines accurately using solfege, or other approved sight-reading techniques.

Students will analyze the music of themselves and others using expressive devices and musical elements used in a varied repertoire of music.

CREATIVE PERCEPTION

Creating, performing, and participation in music. (Standard 2.0, Grades 6-8 Proficient). Students develop vocal music skills in order to perform a varied repertoire of music.

Students will sing a repertoire of vocal literature from various genres, styles, and cultures with expression, technical accuracy, tonal quality, vowel shape, and articulation in their ensemble.

Students will sing music written in unison and two-parts with and without accompaniment.

Students will sing in small ensembles with one or two on a part.

HISTORICAL AND CULTURAL CONTEXT

Understanding music in relation to history and culture. (Standard 3.0, Grades 6-8 Proficient). Students analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers.

Students will, using their current repertoire, identify a music genre of the United States.

Students will perform music from various cultures and time periods.

Students will, using their current repertoire, identify and describe distinguishing characteristics of music genres and styles from a variety of cultures.

AESTHETIC VALUING

Responding to, analyzing, and making judgments about works in music. (Standard 4.0, Grades 6-8 Proficient). Students critically assess and analyze works of music and the performance of musicians based on the elements of music, aesthetic qualities and human responses.

Students will develop specific criteria for making informed critical evaluations of the quality and effectiveness of music performances and compositions.

Students will, using the evaluation criteria, evaluate their own performance and the performance of others' ensembles, both professional and amateur.

CONNECTIONS, RELATIONSHIPS, AND APPLICATIONS

Connecting and applying what is learned in music in other art forms, subject areas, and careers (Standards 5.0, Grades 6-8 Proficient). They develop competencies and creative skills in problem solving and communication that contribute to lifelong learning and career skills.

Students will identify and describe the function of music for the individual and others outside of school.

Students will identify various careers for musicians.

COURSE OVERVIEW AND APPROXIMATE UNIT TIME ALLOTMENTS:

<u>UNIT</u>	<u>WEEKS</u>
1. Basics of Vocalizing and Basic Music Theory	
A. The basics of sound production	Week 1 Ongoing
1. Breathing: Concepts and exercises	
2. Posture	
3. Phonation	
B. Musical Elements	Week 1 Ongoing
1. Pitch	
2. Rhythm	
3. Harmony	
4. Texture	
5. Tempo and dynamics	
6. Timbre	
C. Music Reading	Week 1 Ongoing
1. Solfege/Numbers	
2. Beginning Theory	
D. Vocabulary/terminology	Week 1 Ongoing
1. Common	
2. Uncommon	

	<u>WEEKS</u>
E. Listening	Week 5 Ongoing
1. Compare/Contrast	
2. Analyze	
II. Performance	
A. Selection of music	Week 1 Ongoing
B. Rehearsal Techniques	
1. Set up	
2. Warm up	
3. Interpret and perform	
4. Closure and cleanup	
C. Evaluation and Performance	Week 5 Ongoing
1. Analyze group performance	
2. Self-critique of performances	

TEXTS AND SUPPLEMENTAL MATERIALS

Textbooks are adopted and varied in each school according to the discretion of the chorus teacher in the particular school. Each instructor may then purchase octavo music to supplement the adopted text. Each instructor purchases graded choral music based on the level of ability of the singers for source material.

INSTRUCTIONAL METHODS AND STRATEGIES

Instructional methods include lecture, demonstration, discussion and writing. Small and large group work, observation, films, and video.

ASSESSMENT METHODS AND/OR TOOLS

Assessment methods include ongoing evaluation of his/her own progress on repertoire based on rubrics. Students learn to assess, analyze and evaluate his/her own performances and the performances of their peers and major ensembles using the vocabulary of music. Final assessments are student performances along with written exams.

ASSESSMENT CRITERIA

Instructors establish rubrics with student input. Standards for academic performance are based upon the Visual and Performing Arts Content Standards for California Public Schools, Kindergarten through Grade Twelve, grade Sixth through Eighth Proficient.

DATE OF CONTENT REVISION: NEW - September 2004

DATE OF BOARD APPROVAL: October 28, 2004

