



MIDLAND PARK PUBLIC SCHOOLS  
Midland Park, New Jersey  
CURRICULUM

# Concert Choir

## Grades 7 - 8

Prepared by:  
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*Approved by the Midland Park Board of Education on  
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## **Junior High Chorus Grades 7-8**

### **Course Description**

Junior High Chorus is a performance based class for students in grades 7 and 8. Students will learn choral music of various genres and time periods. The Chorus will work on different aspects of vocal production through a selected repertoire (specific to their age) that leads to concert performances during the academic year. Attendance is required at each concert or performance to be scheduled by the teacher. Participation in the concerts are reflected in student grades. As well as learning concert repertoire for performances, students will participate in sight reading activities to advance their aural and music reading skills. Students will also participate in individual or small/large group lessons during the academic school day (to be scheduled during by the teacher) for the purposes of reinforcing/learning music for Choir, for other vocal ensembles, or for any other reasons that involve vocal production/performance.

### **Overview of Course Sequence**

The main emphasis of the class will be preparing choral music for concerts and activities during the year. Therefore; students will work on vocal production and a repertoire of choral music throughout the year, and performances each year will include different choral selections.

Unit 1: (September-December) Introduction to singing/Chorus requirements/Winter Concert repertoire.

Unit 2: (January-June) Spring Concert repertoire/sight reading

### **Resources: Repertoire**

Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance. Selections from all styles of music both sacred and secular will include: Renaissance, Baroque, Classical, Romantic, Contemporary, Jazz, and music from other cultures, and could include music from state and county festivals.

## Unit Overview

**Content Area: Vocal Music**

**Unit Title: (1) Introduction to singing, requirements, and Winter Concert Repertoire**

**Target Course/Grade Level: Chorus grades 7-8**

**Unit Summary: introduction to proper vocal technique, chorus requirements, repertoire for Winter Concert. 21<sup>st</sup> century themes: Creativity and innovation, critical thinking and problem solving, collaboration and communication**

## Learning Targets

### Standards: Music

- 1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.
- 1.3 Performance:** All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.
- 1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.1.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.3.8.B.2	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.3	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.1	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

### Unit Essential Questions

- How does one sing independently and in a group?
- How are ideas expressed in music in a choral setting?

### Unit Enduring Understandings

- proper vocal technique, accuracy of intonation and rhythm, balance, blend, phrasing, and expression
- communication and expression of ideas, synthesizing the elements of music, singing music from different sources, genres, forms, languages, and time periods

### Unit Learning Targets

*Students will demonstrate the ability to sing independently, and in a group by singing alone and in a group using proper vocal technique, correct intonation and rhythm, expression and interpretation.*

## Evidence of Learning

**Summative Assessment:** individual vocal testing, attendance at concerts/rehearsals/performances

**Equipment Needed:** piano, risers

**Teacher Resources:** choral repertoire (sacred/secular) that represents various time periods and cultures

### Formative Assessments

participation/behavior/performance in class rehearsals/lessons

### Unit 1 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
ongoing	Intro to and reinforcement of vocal techniques	ongoing in semester 1 (September-December)
ongoing	Choir/Winter Concert repertoire	ongoing in semester 1 (September-December)

**Teacher Notes:** Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance.

**Curriculum Development Resources:** choral reading sessions at workshops, seminars, conventions; Bergen County Chorus rehearsals/concerts; colleagues; attending other concerts; music researched online

Also:

<http://acda.org>

<http://www.nafme.org>

## Unit Overview

**Content Area: Vocal Music**

**Unit Title: (2) Spring Concert Repertoire and sight singing**

**Target Course/Grade Level: Chorus grades 7-8**

**Unit Summary: introduction to proper vocal technique, chorus requirements, repertoire for Winter Concert. 21<sup>st</sup> century themes: Creativity and innovation, critical thinking and problem solving, collaboration and communication**

## Learning Targets

### Standards: Music

**1.1 The Creative Process:** All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.

**1.3 Performance:** All students will synthesize those skills, media, methods, and technologies, appropriate to creating, performing, and/or presenting works of art in dance, music, theater, and visual art.

**1.4 Aesthetic Responses & Critique Methodologies:** All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.

CPI#	Cumulative Progress Indicator (CPI)
1.1.1.B.1	Analyze the application of the elements of music in diverse Western and non-Western musical works from different historical eras using active listening and by reading and interpreting written scores.
1.3.8.B.2	Perform instrumental or vocal compositions using complex standard and non-standard Western, non-Western, and avant-garde notation.
1.3.8.B.3	Perform independently and in groups with expressive qualities appropriately aligned with the stylistic characteristics of the genre.
1.4.8.A.1	Generate observational and emotional responses to diverse culturally and historically specific works of dance, music, theatre, and visual art.
1.4.8.A.1	Distinguish among artistic styles, trends, and movements in dance, music, theatre, and visual art within diverse cultures and historical eras.

### Unit Essential Questions

- How does one sing independently and in a group?
- How are ideas expressed in music in a choral setting?

### Unit Enduring Understandings

- proper vocal technique, accuracy of intonation and rhythm, balance, blend, phrasing, and expression
- communication and expression of ideas, synthesizing the elements of music, singing music from different sources, genres, forms, languages, and time periods

### Unit Learning Targets

*Students will demonstrate the ability to sing independently, and in a group by singing alone and in a group using proper vocal technique, correct intonation and rhythm, expression and interpretation.*

## Evidence of Learning

**Summative Assessment:** individual vocal testing, attendance at concerts/rehearsals/performances

**Equipment Needed:** piano, risers

**Teacher Resources:** choral repertoire

### Formative Assessments

participation/behavior/performance in class rehearsals/lessons

### Unit 1 Lesson Plans

Lesson #	Lesson Name	Time frame (hours/days)
ongoing	Spring Concert repertoire	ongoing in semester 2 (January-May)
	sight singing	ongoing in semester 2 (January-June)

**Teacher Notes:** Concert repertoire will be sacred and secular and will be from various genres and time periods. Repertoire selected will be based on the ability, size, and make-up of the choir. The director will choose music that is: historically and educationally significant, well written, strengthens musicianship skills, challenges the students, represents various cultures, and ensures the success of the overall performance.

**Curriculum Development Resources :** choral reading sessions at workshops, seminars, conventions; Bergen County Chorus rehearsals/concerts; colleagues; attending other concerts; music researched online

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