

MASCOUTAH COMMUNITY SCHOOL DISTRICT #19

Grade: 6

Subject: Chorus

Month	Content	Skills	Assessments	Standards
1 st quarter	<ul style="list-style-type: none"> • National Anthem • Concert Choir Basics 	<ul style="list-style-type: none"> • Explain for what each letter in the acronym “PASTA” stands as it pertains to singing. • Explain the 7 points of good posture when standing to sing. • Understand vocal range, and describe the ranges of part one and part two. • Demonstrate proper breathing technique. • Describe, in the human body, where the diaphragm is located. • Demonstrate proper vowel shape, in singing, for each vowel sound. • Demonstrate basic proper tone quality in singing. • Define and demonstrate proper articulation (or diction). • Define unison and harmony. • Perform a unison arrangement of the “Star Spangled Banner.” • Explain what the lyrics mean for the “Star Spangled Banner.” • Describe the basic history of our national anthem. • Write out the first verse of the national anthem. • Understand background or history of each piece of music being rehearsed for performance. • Perform 2-3, in unison and/or 2 part harmony, songs of varying style. 	<ul style="list-style-type: none"> • Observation • Participation grades • Fall Concert Performance • Range testing 	<ul style="list-style-type: none"> 1.a. 1.c. 1.d. 1.e. 9.a. 9.c.

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2 nd quarter	<ul style="list-style-type: none"> • Concert Choir • Concert critique • Concert etiquette 	<ul style="list-style-type: none"> • Describe different methods of adding energy and emotion into music being rehearsed. • Interpret and apply basic musical terms and symbols. • Define “dynamics” and apply in music being rehearsed. • Understand background or history of each piece of music being rehearsed for performance. • Perform 4 songs of varying style in 2 part harmony. • Critique concert performance on given rubric, identifying positive and negative aspects of each basic performance category. • Explain about appropriate audience behavior for the context and style of music performed. 	<ul style="list-style-type: none"> • Observation • Participation grades • Winter Concert performance • Concert critique 	<ul style="list-style-type: none"> 1.a. 1.b. 1.c. 1.d. 1.e. 6.c. 7.a. 7.b. 9.a. 9.c. 9.e.
3 rd quarter	<ul style="list-style-type: none"> • Basic music theory • Scales 	<ul style="list-style-type: none"> • Define staff and bar lines. • Identify note names on the treble clef staff. • Explain for what the numbers in a time signature stand. • Read, clap, and sing basic rhythms. • Compose, as a class, a basic warm-up using the music theory learned. • Interpret and apply basic musical terms and symbols. • Perform a second range test to determine if the student has added notes both high and low to their range. • Demonstrate how to sing a scale 	<ul style="list-style-type: none"> • Observation • Participation grades • Written worksheets • Compose a warm-up as a class • Range test 	<ul style="list-style-type: none"> 1.a. 1.d. 4.b. 5.a. 5.b. 5.c. 5.d.

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4 th quarter	<ul style="list-style-type: none"> • Concert Choir 	<p style="text-align: center;">on numbers and solfege.</p> <ul style="list-style-type: none"> • Perform at least four popular songs at final “Pops” concert. • Understand background or history of each piece of music being rehearsed for performance. • Define and demonstrate basic intonation. • Use proper posture when singing. • Explain and perform proper concert choir balance and blend. • Listen to a variety of recordings of music being rehearsed to compare and contrast interpretation and musicality. 	<ul style="list-style-type: none"> • Observation • Participation grades • Pops Concert performance • Award ceremony performance 	<ul style="list-style-type: none"> 1.a. 1.b. 1.c. 1.d. 1.e. 5.a. 5.b. 5.c. 5.d. 6.b. 6.c. 6.e. 7.b. 8.b. 9.d.