

MASCOUTAH COMMUNITY SCHOOL DISTRICT #19

Grade: 7/8

Subject: Chorus

Month	Content	Skills	Assessments	Standards
1 st quarter	<ul style="list-style-type: none"> • National Anthem • Concert Choir Basics • Solfege • Scale and arpeggio structure • IMEA Auditions (optional) 	<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 soprano, alto, and baritone. • 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. • Understand the definition of a pentachord. • Describe how a chord is different than a triad, and as a choir, sing the two. • Perform a two-part choir arrangement for the “Star Spangled Banner.” • Explain what the lyrics mean for the “Star Spangled Banner.” • Explain the basic history of our national anthem. • Identify basic structure of whole and half steps to build a major scale. • Describe which scale degrees 	<ul style="list-style-type: none"> • Observation • Participation grades • Fall Concert Performance • Range testing 	<ul style="list-style-type: none"> 1.a. 1.b. 1.c. 1.d. 1.e. 5.b. 5.c. 6.c. 6.d. 8.b. 9.a. 9.b.

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		<p>formulate an arpeggio.</p> <ul style="list-style-type: none"> • Sing scales and triads on solfege syllables and numbers given any starting pitch and tonality within student's range. • Understand background or history of each piece of music being rehearsed for performance. • Perform 3-4 songs of varying style, including one in a foreign language. 		
2 nd quarter	<ul style="list-style-type: none"> • Concert Choir • Sightsinging 	<ul style="list-style-type: none"> • Explain for what each letter in the acronyms "SPEED" and "RICE" stand as it pertains to singing. • Identify important words in lyrical lines in which to stress. • Identify and demonstrate proper phrasing in the music being rehearsed. • Describe different methods of adding energy and emotion into music being rehearsed. • Define the word "dynamics", identify within the music, and apply in singing. • Interpret and apply basic musical terms and symbols. • Read, clap, and sing basic rhythms. • Recognize, identify, and sing basic major intervals. • Sightsing, as a class, a line of music in a major key without 	<ul style="list-style-type: none"> • Observation • Participation grades • Winter Concert performance • National Anthem at Basketball Games • Concert critique • Victorian Holiday performance 	<ul style="list-style-type: none"> 1.a. 1.b. 1.c. 1.d. 1.e. 5.a. 5.b. 5.c. 6.c. 7.a.

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		<p>accidentals using solfege and numbers.</p> <ul style="list-style-type: none"> • Define and demonstrate intonation. • Identify when there are intonation problems. • Define “wassailing” to coincide with our Victorian Holiday performance. • Critique concert performance on given rubric, identifying positive and negative aspects of each basic performance category. • Understand background or history of each piece of music being rehearsed for performance. • Perform 4 songs of varying style in 2-3 part harmony. 		
3 rd quarter	<ul style="list-style-type: none"> • Solos 	<ul style="list-style-type: none"> • Perform a second range test to determine if the student has added notes both high and low to their range. • Sing a pre-determined selection alone or in a small group for an audience. • Define and perform all musical terms and symbols appearing in assigned solo. • Use proper posture when singing. • Sing with proper tone quality. • Perform accurate notes as determined by solo selection. 	<ul style="list-style-type: none"> • Solo performance • Observation • Participation grades • Range test 	<p>1.a. 1.b. 5.a. 5.b. 5.c. 6.a. 7.a. 7.b. 8.a. 9.e.</p>

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		<ul style="list-style-type: none"> • Perform accurate rhythm as determined by solo selection. • Define and perform proper articulation/diction technique. • Describe several coping mechanisms to counteract nervousness in front of an audience. 		
4 th quarter	<ul style="list-style-type: none"> • Concert Choir 	<ul style="list-style-type: none"> • Perform at least three pieces of concert music of varying styles; (including, but not limited to, a festival piece and ballad.) • Perform at least four popular songs at final “Pops” concert. • Understand background or history of each piece of music being rehearsed for performance. • Demonstrate understanding of more advanced musical terms and symbols. • Define and demonstrate 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 • Two Spring Concert performances • Award ceremony performance 	1.a. 1.b. 1.c. 1.d. 1.e. 5.a. 5.b. 5.c. 6.b. 6.c. 6.e. 8.b. 9.c. 9.d.