



COURSE OVERVIEW: SIXTH GRADE CHORUS



Knowledge	Skills
<p><i>Students will know...</i></p> <ul style="list-style-type: none">• Criteria for evaluating musical performances• Folk music, world music & classic literature• Forms and phrase structures• Harmonies: Tonic triads• Intervals: Diatonic• Key signatures: C, F & G• Meters: Simple and compound• Mixolydian Mode• Music Symbols (Dynamics, Tempo, Articulation, Form)• Pitch notation (solfege) in treble clef• Rhythm counting system• Rhythms: Quarter, eighth, half, sixteenth notes and rests, dotted quarter note and eighth note• Scale Patterns: Major and pentatonic• Strategies for managing performance anxiety• Strategies for using musical techniques to enhance musical expression	<p><i>Students will be able to...</i></p> <ul style="list-style-type: none">• Aurally and visually recognize melodic patterns, phrase structure, steps/skips, sequence, repetition/contrast, parallel motion• Aurally and visually recognize rhythmic patterns found in music• Aurally identify specific characteristics of a composition• Communicate the text of a song to an audience• Demonstrate appropriate concert etiquette• Demonstrate appropriate embouchure and posture• Demonstrate appropriate ensemble skills• Demonstrate diaphragmatic breathing• Demonstrate flexibility and agility in tone• Detect performance errors and suggest strategies for correcting them• Follow their individual parts in music• Identify horizontal and vertical harmonies• Improvise• Project their voice into the performance area• Read a score• Reflect on their work and set goals• Sight-read• Sing in a manner that is reflective of the style of the piece• Sing in a variety of languages• Sing using the appropriate solfege syllables



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Assured Experiences

Gustav Holt's "Jupiter" from *The Planets*

- Curriculum Connection: Greek and Roman Gods in Social Studies 6, and Solar System in Science 6
- Foundational process
 - Observe and identify the prominent musical elements (e.g. orchestration, dynamics, tempo, pitch, mood) of a selected section of a piece
 - Use musical terminology to describe what is heard
 - Respond creatively (e.g. draw a picture, draw a comic strip, write story/poem, etc.)
 - Articulate the rationale for creative choices using musical terminology to describe the prominent features. This sequence is done over a period of weeks until all major sections from the given piece have been explored. They are not listened to in order.
- Students label each section with a shape, providing a short descriptor for each
- Students use their analytical skills and creativity to organize the sections into a whole, putting the sections in whichever order they choose. Sections may be repeated.
- Using form descriptions, a form word bank, and a "fill-in-the-blank" worksheet, students listen to the complete piece as written and identify the form
- Students view a visual creative response compiled from images returned from planetary spacecraft. These images were arranged by celebrated film maker Duncan Copp and are used to illustrate a performance by the Houston Symphony Orchestra of Holst's *Suite*.

Wolfgang Amadeus Mozart, "The Magic Flute"

- Foundational process
 - Listen and identify the vocal types (soprano, mezzo-soprano, tenor, bass, coloratura soprano)
 - Listen and identify the musical forms used in opera (Overture, Recitative, Aria)
 - Identify basic terminology in opera (synopsis, libretto, musical forms, Acts, scenes, theatrical elements)
 - Observe and identify the prominent theatrical elements (e.g. costumes, staging, lights, sound, scenery, make-up/hair, puppetry)
 - Use musical terminology to describe what is heard
 - Articulate the rationale for creative choices used by the
 - Articulate the rationale for creative choices using musical terminology to describe the prominent features. This sequence is done over a period of weeks until all major sections from the given piece have been explored. They are not listened to in order.
- Students will watch the Metropolitan Opera's Julie Taymor's production (90 minute)
- Students will watch and listen to excerpts from other productions for comparisons and voice/character identification.



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Assessment

- Aural identification of melodic patterns
- Choral Critiques
- Diction and pronunciation
- Melodic echo patterns
- Melody games and dictation
- Music reading skills
- Opera test
- Quizzes (symbols)
- Recitals and concerts
- Rhythm Games and Dictation
- Sight-singing
- Singing melodic patterns from aural and visual cues
- Solfege
- Verbal critiques