Sixth Grade Choir

The sixth grade Choir program focuses on exploration of the singing voice, development of basic sightreading skills, and performance and evaluation of appropriate choral repertoire representing various genres, styles, and cultures.

Competencies
Sixth grade Choir students will:

Perception

- Demonstrate developmentally characteristic vocal timbre, individually and in groups.
- Use musical terminology in explaining intervals, music notation, musical instruments or voices, and musical performances.
- Identify music forms presented aurally and through music notation.

Creative Expression/Performance

- Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
- Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts.
- Sightread simple music in treble clef in various keys and meters.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Identify music symbols and terminology referring to dynamics, tempo, and articulation and interpret them appropriately when performing.
- Create simple rhythms and melodic phrases.
- Arrange simple rhythms and melodic phrases.

Historical/Cultural Heritage

- Describe aurally-presented music representing diverse styles, periods, and cultures.
- Describe music-related vocations and avocations.
- Perform music representative of diverse cultures including American and Texas heritage.
- Relate the other Fine Arts to music concepts.

Critical Response/Evaluation

- Identify criteria for evaluating performances.
- Evaluate the quality and effectiveness of music and musical performances.
- Exhibit concert etiquette as an informed, actively involved listener during varied live performances.
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Sixth Grade Choir

Concepts

• Choral music is notated according to pitch and rhythm.
• Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
• Good singing incorporates proper vocal techniques.
• Good choral singing incorporates appropriate balance and blend.
• Choral music should be interpreted according to text, dynamics, and style.
• Successful ensemble singing is a cooperative process involving active participation.
• Singing has a historical significance in society as reflected by its place in different cultures.
• Amateur and professional musicians play an important role in society.
• Technological change affects choral music.
• Music incorporates other academic subject areas.

Content

• Music notation, including major scales with corresponding syllables and simple meter
• Textures in choral music – unison, two-part songs, and three part rounds
• Vocal techniques, including proper breathing, tone production and precise diction
• Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
• Interpreting text according to mood and articulation
• Dynamics suggested/implied by the composer and/or performer.
• Choral performance styles according to time period, mood of text, and cultural style
• Cooperative work – small and large groups
• Music in history (world, nation, state), including past and recent events
• Music careers/hobbies – composing, arranging, performing, and recording in varied styles
• Application to other academic content areas – Mathematics, Science, Language Arts, and Social Studies
Middle School (7th/8th grade) Beginning Choir

The middle school beginning Choir program focuses on exploration of the singing voice, development of basic sightreading skills, and performance and evaluation of appropriate choral repertoire represent various genres, styles, and cultures.

Competencies
Middle School (7th/8th grade) beginning Choir students will:

**Perception**
- Demonstrate developmentally characteristic vocal timbre, individually and in groups.
- Use musical terminology in explaining intervals, music notation, musical instruments or voices, and musical performances.
- Identify music forms presented aurally and through music notation.

**Creative Expression/Performance**
- Perform independently, with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
- Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts.
- Sightread simple music in treble clef in various keys and meters.
- Use standard symbols to notate meter, rhythm, pitch, and dynamics.
- Identify music symbols and terminology referring to dynamics, tempo, and articulation and interpret them appropriately when performing.
- Create simple rhythms and melodic phrases.
- Arrange simple rhythms and melodic phrases.

**Historical/Cultural Heritage**
- Describe aurally-presented music representing diverse styles, periods, and cultures.
- Describe music-related vocations and avocations.
- Perform music representative of diverse cultures including American and Texas heritage.
- Relate the other Fine Arts to music concepts.

**Critical Response/Evaluation**
- Identify criteria for evaluating performances.
- Evaluate the quality and effectiveness of music and musical performances.
- Exhibit concert etiquette as an informed, actively involved listener during varied live performances.
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Middle School (7th/8th grade) Beginning Choir

Concepts

- Choral music is notated according to pitch and rhythm.
- Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
- Good singing incorporates proper vocal techniques.
- Good choral singing incorporates appropriate balance and blend.
- Choral music should be interpreted according to text, dynamics, and style.
- Successful ensemble singing is a cooperative process involving active participation.
- Singing has a historical significance in society as reflected by its place in different cultures.
- Amateur and professional musicians play an important role in society.
- Technological change affects choral music.
- Music incorporates other academic subject areas.

Content

- Music notation, including major scales with corresponding syllables and simple meter.
- Textures in choral music – unison, two-part songs, and three part rounds.
- Vocal techniques, including proper breathing, tone production and precise diction.
- Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble.
- Interpreting text according to mood and articulation.
- Dynamics suggested/implied by the composer and/or performer.
- Choral performance styles according to time period, mood of text, and cultural style.
- Cooperative work – small and large groups.
- Music in history (world, nation, state), including past and recent events.
- Music careers/hobbies – composing, arranging, performing, and recording in varied styles.
- Application to other academic content areas – Mathematics, Science, Language Arts, and Social Studies.
Middle School Intermediate Choir (8th grade)

The middle school intermediate Choir is performance-oriented and teaches unison, two-, three-, and four-part choral literature. Musicianship is developed through a study of vocal techniques, sightreading, music listening, and public performance.

Competencies

Middle school intermediate Choir students will:

Perception

- Demonstrate characteristic vocal or instrumental timbre individually and in groups.
- Describe in detail intervals, music notation, voice classifications, and music performances using standard terminology.
- Identify various music forms presented aurally and through music notation.

Creative Expression/Performance

- Perform independently with accurate intonation and rhythm, demonstrating fundamental skills and basic performance techniques.
- Perform expressively, incorporating appropriate stylistic qualities.
- Perform, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Demonstrate appropriate small and large ensemble performance techniques during formal and informal concerts.
- Sightread music in treble and/or other clefs in various keys and meters.
- Recognize and notate meter, rhythm, pitch, and dynamics, using standard symbols.
- Interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.
- Identify rhythmic and melodic phrases.
- Read and perform selected rhythmic and melodic phrases.

Historical/Cultural Heritage

- Classify aurally-presented music representing diverse styles, periods, and cultures.
- Describe music-related vocations and avocations.
- Perform music representative of diverse cultures, including American and Texas heritage.
- Relate the content, concepts, and processes of subjects other than the arts to those of music.

Critical Response/Evaluation

- Design and apply criteria for evaluating the quality and effectiveness of music and musical performance.
- Evaluate the quality and effectiveness of personal musical performances.
- Apply specific criteria appropriate for the style of the music and offer constructive suggestions for improvement.
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- Exhibit concert etiquette during live performances in a variety of settings.

**Concepts**

- Choral music is notated according to pitch and rhythm.
- Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
- Good singing incorporates proper vocal techniques.
- Good choral singing incorporates appropriate balance and blend.
- Choral music should be interpreted according to text, dynamics, and style.
- Successful ensemble singing is a cooperative process involving active participation.
- Singing has a historical significance in society as reflected by its place in different cultures.
- Amateur and professional musicians play an important role in society.
- Technological change affects choral music.
- Music incorporates other academic subject areas.

**Content**

- Music notation, including major scales with corresponding syllables and simple meter
- Textures in choral music – unison, two-part songs, and three part rounds
- Vocal techniques, including proper breathing, tone production and precise diction
- Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
- Interpreting text according to mood and articulation
- Dynamics suggested/implied by the composer and/or performer.
- Choral performance styles according to time period, mood of text, and cultural style
- Cooperative work – small and large groups
- Music in history (world, nation, state), including past and recent events
- Music careers/hobbies – composing, arranging, performing, and recording in varied styles
- Application to other academic content areas – Mathematics, Science, Language Arts, and Social Studies
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High School Choral Music – Level I

High school Choral Music Level I is a sequential extension of middle school Choir experiences. Musicianship is developed through a study of vocal technique, sightreading skills, and music listening experiences in analysis and description. Periods of music history are explored as well as the music of many cultures. Unison, two-, three-, and four-part choral literature is sung and prepared for public performance.

Competencies
High school Choir Level I students will:

Perception

- Identify melodic and harmonic parts when listening to and/or performing music.
- Define concepts of intervals, music notation, chord structure, and rhythm/meter.
- Compare and contrast elements of music through literature selected for performances.

Creative Expression/Performance

- Demonstrate, independently and in ensembles, accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately easy to moderately difficult literature.
- Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Exhibit and explain appropriate small and large ensemble performance techniques for formal and informal concerts.
- Sightread ensemble parts in easy and moderately easy literature in various voicings.
- Read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.
- Create and arrange a variety of musical phrases.
- Interpret music symbols and terms referring to dynamics, tempo, and articulation during solo and ensemble performances.

Historical/Cultural Heritage

- Listen to and classify music by style and/or by historical periods.
- Identify and describe the uses of music in society and culture.
- Identify music-related vocations and avocation within the community.
- Define the relationships between the content, concepts, and processes of the other Fine Arts, other subjects, and those of music.

Critical Response/Evaluation

- Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.
- Evaluate musical performances by comparing them to exemplary models.
- Practice informed concert behavior during live performances in a variety of settings.
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Concepts

- Choral music is notated utilizing standard pitch and rhythm symbols and terminology.
- Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
- Good singing incorporates proper vocal techniques of posture, diaphragmatic breathing, tone placement/production, intonation, vowel placement, articulation, and expression.
- Good choral singing incorporates appropriate balance and blend.
- Choral music should be interpreted according to text, dynamics, and style.
- Successful ensemble singing is a cooperative process involving active participation.
- Singing has a historical significance in society as reflected by its place in different cultures.
- Amateur and professional musicians play an important role in society.
- Technological change affects choral music.
- Music incorporates other academic subject areas such as English/Foreign Language, Mathematics, Social Studies, and Science.

Content

- Music notation, including major scales with corresponding syllables and simple meter
- Textures in choral music – unison, 2-3 part, SATB, TTBB, SSAA, and associated variations.
- Vocal techniques, including proper breathing, tone production and precise diction
- Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
- Interpreting text according to mood and articulation
- Dynamics suggested/implied by the composer and/or performer.
- Choral performance styles according to time period, mood of text, and cultural style
- Cooperative work – small and large groups
- Music in history (world, nation, state), including past and recent events
- Music careers/hobbies – composing, arranging, performing, and recording in varied styles
- Application to other academic content areas – Mathematics, Science, Language Arts, Foreign Language, and Social Studies
High School Choral Music – Level II

High school choral Music Level II is a sequential extension of the Choral Music Level I experiences. Musicianship is developed through a study of vocal technique, sightreading skills, and music listening experiences in analysis and description. Periods of music history are explored as well as the music of many cultures. Appropriate unison, two-, three-, and four-part choral literature is sung and prepared for public performance.

Competencies

High school Choir Level II students will:

Perception

• Define melody, harmony, rhythm, and texture of music listened to or performed using standard terminology.
• Compare and contrast music forms of literature selected for performances and/or listening.

Creative Expression/Performance

• Exhibit accurate intonation and rhythm, fundamental skills, and basic performance techniques while performing moderately difficult literature independently and in ensembles.
• Perform expressively, from memory and notation, a varied repertoire of music representing genres and styles from diverse cultures.
• Exhibit and describe appropriate small and large ensemble techniques for formal and informal concerts.
• Sightread ensemble parts on a level consistent with UIL/TMEA standards and grade level individually and as an ensemble.
• Read and write music that incorporates rhythmic patterns in simple, compound, and asymmetric meters.
• Interpret music symbols and terms referring to dynamics, temp, and articulation during solos and/or ensemble performances.

Historical/Cultural Heritage

• Classify aurally-presented music by genre, style, and historical period.
• Define uses of music in society and culture.
• Identify music-related vocations and avocations within the community.
• Define the relationships between the content, concepts, and processes of the other Fine Arts, other subjects, and those of music.

Critical Response/Evaluation

• Design and apply criteria for making informed judgments regarding the quality and effectiveness of musical performances.
• Evaluate musical performances by comparing them to exemplary models.
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- Exhibit concert etiquette during live performances in a variety of settings.

Concepts

- Choral music is notated utilizing standard pitch and rhythm symbols and terminology.
- Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
- Good singing incorporates proper vocal techniques of posture, diaphragmatic breathing, tone placement/production, intonation, vowel placement, articulation, and expression.
- Good choral singing incorporates appropriate balance and blend.
- Choral music should be interpreted according to text, dynamics, and style.
- Successful ensemble singing is a cooperative process involving active participation.
- Singing has a historical significance in society as reflected by its place in different cultures.
- Amateur and professional musicians play an important role in society.
- Technological change affects choral music.
- Music incorporates other academic subject areas such as English/Foreign Language, Mathematics, Social Studies, and Science.

Content

- Music notation, including major scales with corresponding syllables and simple meter
- Textures in choral music – unison, 2-3 part, SATB, TTBB, SSAA, and associated variations.
- Vocal techniques, including proper breathing, tone production and precise diction
- Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
- Interpreting text according to mood and articulation
- Dynamics suggested/implied by the composer and/or performer.
- Choral performance styles according to time period, mood of text, and cultural style
- Cooperative work – small and large groups
- Music in history (world, nation, state), including past and recent events
- Music careers/hobbies – composing, arranging, performing, and recording in varied styles
- Application to other academic content areas – Mathematics, Science, Language Arts, Foreign Language, and Social Studies
High School Choral Music – Level III

High school Choral Music Level II is a sequential extension of the Choral Music Level II experiences. Musicianship is developed through a study of vocal technique, sightreading skills, and music listening experiences in analysis and description. Periods of music history are explored as well as the music of many cultures. Appropriate unison and two to eight part choral literature is sung and prepared for public performance.

Competencies
High school Choir Level III students will:

Perception

- Perform appropriate literature expressively by demonstrating proper phrasing, dynamic contrast, and word/syllable stress.
- Define musical performances, intervals, music notation, chord structure, rhythm/meter, and harmonic texture, using standard terminology.
- Identify music forms of performance and listening repertoire.

Creative Expression/Performance

- Describe and exhibit accurate intonation/rhythm, fundamental skills, and advanced vocal techniques in literature ranging from moderately difficult to difficult performing independently and in ensembles.
- Demonstrate comprehension of styles by seeking appropriate literature for performance.
- Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Exhibit, describe, and critique small and large ensemble performances techniques experienced and observed during formal and informal concerts.
- Sightread major, minor, modal, and chromatic melodies.
- Read music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters.
- Interpret symbols and terms referring to dynamics, tempo, and articulation when performing.
- Improvise musical melodies.

Historical/Cultural Heritage

- Classify representative examples of music by style and by historical period or culture, justifying the classifications.
- Identify and describe the effects of society, culture, and technology on music.
- Identify and describe music-related career options including musical performance and music teaching.
- Define the relationships between the content, concepts, and processes of the other Fine Arts, other subjects, and those of music.
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Critical Response/Evaluation

• Evaluate musical performances by comparing them to similar or exemplary models and offering constructive suggestions for improvement.
• Exhibit informed concert etiquette during live performances in a variety of settings.

Concepts

• Choral music is notated utilizing standard pitch and rhythm symbols and terminology.
• Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
• Good singing incorporates proper vocal techniques of posture, diaphragmatic breathing, tone placement/production, intonation, vowel placement, articulation, and expression.
• Good choral singing incorporates appropriate balance and blend.
• Choral music should be interpreted according to text, dynamics, and style.
• Successful ensemble singing is a cooperative process involving active participation.
• Singing has a historical significance in society as reflected by its place in different cultures.
• Amateur and professional musicians play an important role in society.
• Technological change affects choral music.
• Music incorporates other academic subject areas such as English/Foreign Language, Mathematics, Social Studies, and Science.

Content

• Music notation, including major scales with corresponding syllables and simple meter
• Textures in choral music – unison, 2-3 part, SATB, TTBB, SSAA, and associated variations.
• Vocal techniques, including proper breathing, tone production and precise diction
• Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
• Interpreting text according to mood and articulation
• Dynamics suggested/implied by the composer and/or performer.
• Choral performance styles according to time period, mood of text, and cultural style
• Cooperative work – small and large groups
• Music in history (world, nation, state), including past and recent events
• Music careers/hobbies – composing, arranging, performing, and recording in varied styles
• Application to other academic content areas – Mathematics, Science, Language Arts, Foreign Language, and Social Studies
High School Choral Music – Level IV

High school Choral Music Level IV is a sequential extension of the Choral Music Level III experiences. Musicianship is developed through a study of vocal technique, sightreading skills, and music listening experiences in analysis and description. Periods of music history are explored as well as the music of many cultures. Appropriate unison and two to eight part choral literature is sung and prepared for public performance.

Competencies
High school Choir Level IV students will:

Perception

- Demonstrate independence in interpreting music through the performance of appropriate literature.
- Analyze musical performances, intervals, musical notation, chordal structure, rhythm/meter, and harmonic texture, using standard terminology.
- Analyze music forms of performance and listening repertoire.

Creative Expression/Performance

- Perform independently, demonstrating accurate intonation and rhythm, fundamental skills, and advanced techniques, and using literature ranging from moderately difficult to difficult.
- Demonstrate comprehension of musical styles by selecting appropriate literature for performances.
- Perform expressively, from memory and notation, a varied repertoire of music representing styles from diverse cultures.
- Exhibit, describe, and critique small and large ensemble performance techniques experienced and observed during formal and informal concerts.
- Sightread major, minor, modal, and chromatic melodies.
- Read music that incorporates complex rhythmic patterns in simple, compound, and asymmetric meters.
- Interpret music symbols and terms referring to dynamics, tempo, and articulation when performing.
- Improvise musical melodies.
- Classify, by style, historical period, and/or culture, representative examples of music justifying the classification.

Critical Response/Evaluation

- Evaluate musical performances and compositions by comparing them to similar or exemplary models and offering constructive suggestions for improvement.
- Exhibit concert etiquette during live performances in a variety of settings.
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Concepts

- Choral music is notated utilizing standard pitch and rhythm symbols and terminology.
- Choral music can be monophonic (unison singing), homophonic (chordal harmonic singing), and polyphonic (independent melodies sung simultaneously).
- Good singing incorporates proper vocal techniques of posture, diaphragmatic breathing, tone placement/production, intonation, vowel placement, articulation, and expression.
- Good choral singing incorporates appropriate balance, blend, and tonal unity.
- Choral music should be interpreted according to text, dynamics, and style.
- Successful ensemble singing is a cooperative process involving active participation from all ensemble members.
- Singing has a historical significance in society as reflected by its use in different cultures.
- Amateur and professional musicians play an important role in society.
- Technological change affects choral music.
- Music incorporates other academic subject areas such as English/Foreign Language, Mathematics, Social Studies, and Science.

Content

- Music notation, including major scales with corresponding syllables and simple meter
- Textures in choral music – unison, 2-3 part, SATB, TTBB, SSAA, and associated variations.
- Vocal techniques, including proper breathing, tone production and precise diction
- Characteristics of blend – unified vowel and tone production, and balance within section and throughout ensemble
- Interpreting text according to mood and articulation
- Dynamics suggested/implied by the composer and/or performer.
- Cooperative work – small and large groups
- Music in history (world, nation, state), including past and recent events
- Music careers/hobbies – composing, arranging, performing, and recording in varied styles
- Application to other academic content areas – Mathematics, Science, Language Arts, Foreign Language, and Social Studies