**Emerging Ensembles – Middle School Chorus**

**CREATE**

**Anchor Standard 1:** Generate and conceptualize artistic ideas and work

***Enduring Understanding*:** The creative ideas, concepts and feelings that influence musicians’ work emerge from a variety of sources

***Essential Questions*:** How do musicians generate creative ideas?

**Anchor Standard 2:** Organize and develop artistic ideas and work

***Enduring Understanding:*** Musicians’ creative choices are influenced by their expertise, context and expressive intent

***Essential Questions:***How do musicians make creative decisions?

**Anchor Standard 3:** Refine and complete artistic work

***Enduring Understanding*:** Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria

***Essential Questions*:** How do musicians improve the quality of their creative work?

***Enduring Understanding*:** Musicians’ presentation of creative work is the culmination of a process of creation and communication

***Essential Questions*:** When is creative work ready to share?

**Novice – 5th and 6th Grade Chorus**

Cr1.1.E.5a – Compose and improvise melodic and rhythmic ideas or motives that reflect music studied

Cr2.1.E.5a – select and develop melodic and rhythmic ideas or motives that demonstrate understanding of music studied in rehearsal

Cr2.1.E.5b – preserve draft compositions and improvisations with notation or recordings

Cr3.1.E.5a – Evaluate and refine draft material based on knowledge, skill and teacher provided criteria

Cr3.2.E.5a – Share developed ideas or motives, individually or as an ensemble, reflecting characteristics or studied music

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment** |
| Improvise with known *phrases*, applying compositional devices to a selected phrase or scale (rhythmic motif, augmentation, diminution, retrograde, etc.) connecting to studied repertoire | MCA: Ensemble (novice) – Creating – improvisation |
| Rehearse, revise, present and evaluate improvised and composed ideas | Formative through observation |

**Intermediate – 7th and 8th Grade Chorus**

Cr1.1.E.8a – compose and improvise ideas for melodies and rhythmic passages based on music studied

Cr2.1.E.8a – select and develop draft melodies and rhythmic passages, demonstrating understanding of music studied in rehearsal

Cr2.1.E.8b – preserve draft compositions and improvisations with notation or recordings

Cr3.1.E.8a – Evaluate and refine draft material based on knowledge, skill and collaboratively developed criteria

Cr3.2.E.8a – Share developed melodies or rhythmic passages, individually or as an ensemble, reflecting characteristics of studied music

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment** |
| Improvise with known *melodies,* applying compositional devices to a selected melody or scale (rhythmic motif, augmentation, diminution, retrograde, etc.) connecting to studied repertoire | MCA: Ensemble (intermediate) – Creating - Improvisation |
| Rehearse, revise, present and evaluate improvised and composed ideas | Formative through observation |

**PERFORM**

**Anchor Standard 4:** Select, analyze and interpret artistic work for presentation

***Enduring Understanding*:** Performers’ interest and knowledge of musical works, understanding of their own technical skill and the context for a performance influence the selection of repertoire

***Essential Questions*:** How do performers select repertoire?

***Enduring Understanding*:** Analyzing creators’ context and how they manipulate the elements of music provides insight into their intent and informs performance

***Essential Questions*:** How does understanding structure and context of musical works inform performance?

***Enduring Understanding*:** Performers make interpretive decisions based on their understanding of context and expressive intent

***Essential Questions*:** How do performers interpret musical works?

**Anchor Standard 5:** Develop and refine artistic techniques and work for presentation

***Enduring Understanding*:** To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria

***Essential Questions*:** How do musicians improve the quality of their performance?

**Anchor Standard 6:** Convey meaning through the presentation of artistic work

***Enduring Understanding*:** Musicians judge performance based on criteria that vary across time, place and cultures.

***Essential Questions*:** When is a performance judged ready to present?

How do context and the manner in which musical work is presented influence audience response?

**Novice – 5th and 6th Grade Chorus**

Pr4.1.E.5a – Select varied repertoire to study, based on interest, skill, understanding on structure, context and the group or individual to perform

Pr4.2.E.5a – Demonstrate through reading how aspects of the music inform performance.

Pr4.3.E.5a – Identify expressive qualities in a varied repertoire that can be demonstrated in performance.

Pr5.1.E.5a – Use self-reflection and peer feedback to refine performance.

Pr6.1.E.5a – Demonstrate attention to technical accuracy and expressive qualities in performance.

Pr6.1.E.5b – demonstrate awareness of the context through performance.

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment** |
| Sing with proper pedagogy (vocal production and posture) | Formative through observation |
| Sing in Unison | Formative through observation,  Repertoire |
| Sing partner songs and rounds (up to 4 parts) | Formative through observation,  Repertoire |
| Sing in simple two part harmony | Formative through observation,  Repertoire |
| Perform repertoire in a variety of styles (up to 2 difficulty) | Concert repertoire |
| Identify solfege hand signs | Formative through observation |
| Identify and perform written pitches and expression markings and symbols found in music | Department created formative (theory lessons) |
| Sing a scale in solfege | Formative through observation |
| Read and perform basic rhythmic and melodic notation | Formative through observation |
| Follow a part in written music | Formative through observation |
| Analyze, perform and evaluate a prepared solo piece | MCA: Ensemble (novice) – Perform |
| Identify and demonstrate understanding of conductor cues and gestures | Formative through observation |
| Reflect on performances with self and peer evaluations, using appropriate music terminology, orally and/or written | Department created formative |
| Demonstrate proper rehearsal and performance etiquette | Formative through observation |

**Intermediate – 7th and 8th Grade Chorus**

Pr4.1.E.8a – select a varied repertoire to study based on reading skills, an understanding of formal design, context and technical skill of the group or individual to perform.

Pr4.2.E.8a – Demonstrate through reading how setting and formal characteristics of music contribute to the context of music in performances.

Pr4.3.E.8a – Demonstrate understanding and application of expressive qualities through performance.

Pr5.1.E.8a – develop strategies to address technical challenges and evaluate their success, using feedback from peers and other to refine performance.

Pr6.1.E.8a – demonstrate attention to technical accuracy and expressive qualities in performance representing diverse culture and styles.

Pr6.1.E.8b – demonstrate and understanding of the context of music through performance.

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| **Skills/Tasks** | **Assessment** |
| Sing with proper pedagogy (vocal production and posture) | Formative through observation |
| Sing in Unison | Formative through observation,  Repertoire |
| Sing partner songs and rounds (up to 4 parts) | Formative through observation,  Repertoire |
| Sing in two part harmony | Formative through observation,  Repertoire |
| Perform repertoire in a variety of styles (up to 3 difficulty) | Concert repertoire |
| Identify solfege hand signs | Formative through observation |
| Apply solfege to written music | Formative through observation |
| Identify and perform written pitches and expression markings and symbols found in music | Department created formative (theory lessons) |
| Sing a scale in solfege | Formative through observation |
| Read and perform basic rhythmic and melodic notation | Formative through observation |
| Follow a part in written music | Formative through observation |
| Sight read simple melodies using solfege | Formative through observation  Department created formative |
| Balance, blend and sing with expression | Formative through observation |
| Analyze, perform and evaluate a prepared solo piece | MCA: Ensemble (intermediate) – Perform |
| Identify and demonstrate understanding of conductor cues and gestures | Formative through observation |
| Reflect on performances with self and peer evaluations, using appropriate music terminology, orally and/or written | Department created formative |
| Demonstrate proper rehearsal and performance etiquette | Formative through observation |

**RESPOND**

**Anchor Standard 7:** Perceive and analyze artistic work

***Enduring Understanding:***Individuals’ selection of musical works is influenced by their interests, experiences, understanding and purposes

***Essential Questions:*** How do individuals choose music to experience?

***Enduring Understanding:*** Response to music is informed by analyzing context (social, cultural and historical) and how creators and performers manipulate the elements of music

***Essential Questions:*** How do individuals choose music to experience?

**Anchor Standard 8:** Interpret intent and meaning in artistic work

***Enduring Understanding:*** Through their use of elements and structure of music, creators and performers provide clues to their expressive intent

***Essential Questions:*** How do we discern the musical creators’ and performers’ expressive intent?

**Anchor Standard 9:** Apply criteria to evaluate artistic work

***Enduring Understanding:*** The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation and established criteria

***Essential Questions:*** How do we judge the quality of musical work(s) and performance(s)?

**Novice – 5th and 6th grade Chorus**

Re7.1.E.5a – Identify reasons for selecting music based on musical characteristics and connections to interest, purpose or context.

Re7.2.E.5a – Identify how knowledge of context and the use of repetition, similarities and contrasts inform response to music.

Re8.1.E.5a – Identify interpretations of expressive intent and meaning of musical works, referring to elements of music, context and setting of text (where appropriate).

Re9.1.E.5a – Identify and describe the effect of interest, experience, analysis and context on the evaluation of music

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment** |
| Identify characteristics of a variety of musical genres | Formative through observation |
| Identify context, purpose, expressive elements and elements of music, with appropriate terminology, of musical performances | Formative through observation |
| Compare two recordings of the same piece of music | MCA: Ensemble – Responding |
| Evaluate musical performances | Department created formative |

**Intermediate – 7th and 8th Grade Chorus**

Re7.1.E.8a – Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

Re7.2.E.8a – Describe how understanding context and the way elements of music are manipulated inform response to music.

Re8.1.E.8a – Identify and support interpretations of expressive intent and meaning of musical works, citing as evidence the treatment of elements of music, contexts and setting of text (where appropriate).

Re9.1.E.8a – Explain the influence of experiences, analysis and context on interest in and evaluation of music.

Students will demonstrate the ability to:

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| **Skills/Tasks** | **Assessment** |
| Identify and explain characteristics of a variety of musical genres | Formative through observation |
| Identify, orally and/or in writing, the context, purpose, expressive elements and elements of music, with appropriate terminology, of musical performances | Formative through observation |
| Compare two recordings of the same piece of music | MCA: Ensemble – Responding |
| Evaluate musical performances | Department created formative |

**CONNECT**

**Anchor Standard 10:** Synthesize and relate knowledge and personal experiences to make art

***Enduring Understanding:*** Musicians connect their personal interests, experiences, ideas and knowledge to creating, performing and responding

***Essential Questions:*** How do musicians make meaningful connections to creating, performing and responding?

**Anchor Standard 11:** Relate artistic ideas and works with societal, cultural and historical context to deepen understanding

***Enduring Understanding:*** Understanding connections to varied contexts and daily life enhances musicians’ creating, performing and responding

***Essential Questions:*** How do the other arts, other disciplines, contexts and daily life inform creating, performing and responding to music?

**Novice and Intermediate – Middle School Chorus 5-8**

Cn.10.0.E (all levels) – Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Cn11.0.E (all levels) – Demonstrate understanding of relationships between music and the others arts, disciplines, varied contexts and daily life

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| **Skills/Tasks** | **Assessment** |
| Connect music with prior knowledge and experiences | Formative through observation |
| Demonstrate meaning and context of music as it relates to other cultures and disciplines | Formative through observation |
| Rhythmic and melodic dictation | Department created formative |