



BLUE VALLEY DISTRICT CURRICULUM & INSTRUCTION
Choir | 6th Grade



ORGANIZING THEME/TOPIC

FOCUS STANDARDS & SKILLS

**UNIT 1: Getting Started in 6th Grade
Choir: Fundamental Choir Skills**

This unit consists of the rehearsal and performance of musical selections that review previous musical skills.

Time Frame: Approximately Week 1-9

STANDARDS (PERFORM)

- Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. (Pr.1.N)
- Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances (Pr.2.N)
- Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (Pr.3.N)
- Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (Pr.4.N)

SKILLS (PERFORM)

SINGING

- Match pitch (alone and with others) throughout student's singing range on a unison melody
- Sing with age-appropriate tone quality using proper vowel formation and production
- Demonstrate proper breath management using diaphragmatic breathing
- Identify and produce singing and speaking voice; head voice and chest voice
- Sing Do, Re, Mi, Fa, So, La, Ti, Do using Curwen/Kodaly hand signs

SKILLS (PERFORM)

SINGING

- Match pitch (alone and with others) throughout student's singing range on a unison melody
- Sing with age-appropriate tone quality using proper vowel formation and production
- Demonstrate proper breath management using diaphragmatic breathing
- Identify and produce singing and speaking voice; head voice and chest voice
- Sing Do, Re, Mi, Fa, So, La, Ti, Do using Curwen/Kodaly hand signs

NOTATION

- Read and name rhythmic notation including whole, half, dotted half and quarter notes, quarter rests, and eighth

		<p>note pairs</p> <ul style="list-style-type: none"> • Perform with a steady beat and differentiate rhythm vs. steady beat • Clap and/or vocalize rhythms and count using a counting system (including eighth note subdivisions) • Identify and name notes in the treble clef <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Demonstrate appropriate choral ensemble musicianship • Demonstrate the use of expressive qualities including dynamics pp-ff, staccato and legato
<p>UNIT 2: Introducing 6th Grade Choir Target Skills</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Time Frame: Approximately Week 10-18</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Compose and improvise melodic and rhythmic ideas or motive that reflect characteristic(s) of music or text(s) studied in rehearsal. (Cr.1.N) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. (Pr.1.N) • Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances (Pr.2.N) • Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (Pr.3.N) • Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (Pr.4.N) • Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Recognize characteristics of the changing voice • Sing literature in 2 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing a stepwise unison melody using solfege • Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and diction <p>NOTATION</p> <ul style="list-style-type: none"> • Identify ledger lines • Identify and describe melodic contour • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4), and other music symbols within written music* • Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes

	<p>(Pr.5.N.a)</p> <ul style="list-style-type: none"> • Demonstrate the awareness of the context of the music through prepared and improvised performances (Pr.5.N.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. (Re.1.N) • Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (Re.2.N) 	<ul style="list-style-type: none"> • Track and follow assigned vocal part within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
<p>UNIT 3: Refining our 6th Grade Choir Target Skills</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 19-27</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal preserving draft compositions and improvisations through standard notation and audio recording.(Cr.2.N) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. (Pr.1.N) • Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances (Pr.2.N) • Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Improvise a melody using “do-so” • Improvise rhythms using half, quarter, and eighth note pairs <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Recognize characteristics of the changing voice • Sing literature in 2 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing a stepwise unison melody using solfege • Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and diction <p>NOTATION</p> <ul style="list-style-type: none"> • Identify ledger lines • Identify and describe melodic contour • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4), and other music symbols within

	<p>and improvised performances (Pr.3.N)</p> <ul style="list-style-type: none"> • Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (Pr.4.N) • Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (Pr.5.N.a) • Demonstrate the awareness of the context of the music through prepared and improvised performances (Pr.5.N.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. (Re.1.N) • Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (Re.2.N) 	<p>written music*</p> <ul style="list-style-type: none"> • Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes • Track and follow assigned vocal part within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
<p>UNIT 4: 6th Grade Choral Musicianship and Performance: Putting it All Together.</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Time Frame: Approximately Week 28-36</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Evaluate and refine draft compositions and improvisations based on knowledge, skills and teacher provided criteria. (Cr.3.N) • Share personally developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate an understanding of characteristic(s) of music or text(s). (Cr.4.N) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Perform an original melodic composition using notes “do-so” • Perform original rhythm composition using half, quarter, and eighth note pairs <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Sing literature in 2 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing a unison melody (steps and tonic triad skips) using solfege

	<p>(Pr.1.N)</p> <ul style="list-style-type: none"> • Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvise performances (Pr.2.N) • Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances (Pr.3.N) • Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music (Pr.4.N) • Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music (Pr.5.N.a) <p>Demonstrate the awareness of the context of the music through prepared and improvised performances (Pr.5.N.b)</p> <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. (Re.1.N) • Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. (Re.2.N) 	<ul style="list-style-type: none"> • Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and diction with greater consistency <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and describe melodic contour using specific musical vocabulary • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4), and other music symbols within written music* • Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes • Track and follow assigned vocal part within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo Demonstrate appropriate audience etiquette <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
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