



Introduction to Choral Music
Curriculum Guide
Grade 6
(Ten Week Course)
2017-18

Paramount Unified School District

Educational Services

Introduction to Choral Music - Grade 6 Course Outline and Pacing Guide

Course Description

This course is designed to let students explore music as one of the performing arts. Students are introduced to music symbols, including pitch, meter, rhythm, expression, dynamics, and tempo. Students will learn the basics of performing in an ensemble setting with an emphasis on posture, tone quality, and music fundamentals.

Course Goals

- Understand the basics of producing good vocal sound.
- Develop the ability to sing simple melodies in unison and or two part.
- Introduce note reading, basic music vocabulary and beginning music theory.
- Provide a performance opportunity to develop concert etiquette.
- Develop an individual and/or group music project.

Choral Music Standards

Artistic Perception

- 1.1 Read, write, and perform intervals and triads.
- 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

Creative Expression

- 2.4 Compose short pieces in duple and triple meters.

Historical and Cultural Context

- 3.4 Listen to, describe, and perform music of various styles from a variety of cultures.

Aesthetic Valuing

- 4.2 Explain how various aesthetic qualities convey images, feeling, or emotions.

Textbook and Materials

- *Experiencing Choral Music*, Beginning 6-7 Treble, McGraw-Hill/Glencoe
- *Experiencing Choral Music* Sight-Singing Beginning 6-7, McGraw-Hill/Glencoe
- Standards-Based Sheet Music

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Introduction to Choral Music - Grade 6

	Goals	Performance Objectives	VAPA Standards for Music
	Book: <i>Experiencing Choral Music 6-7</i> <i>Unison and Sight-Singing</i>		
Week 1 <u>VOCABULARY</u> rest tie posture staff time signature rhythm solfege 4/4 meter notes	<p>Lesson 1: <i>We Want to Sing</i> pp. 2-11</p> <ul style="list-style-type: none"> • Singing posture • Stage presence • Two-part music • Rest • Tie <p>Introduce Concert Pieces:</p> <ul style="list-style-type: none"> • Select from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 <p><i>Sight-Singing</i> text</p> <ul style="list-style-type: none"> • Reading Rhythms in 4/4 meter p. 1-6 • Sight-singing in C major pp. 7-13, 14-17, 27-29, 116-117 <p>Teaching Master 1 <i>Developing Stage Presence</i></p> <p><u>Formative Assessment</u> Teaching Master 2 <i>Performing “We Want to Sing” with stage presence</i> Vocal Development 13 <i>Posture and Breathing</i></p>	<p>Introductory Lesson:</p> <p>Students will learn and perform:</p> <ul style="list-style-type: none"> • Sing Expressively • Posture • Breathing • Two-part music • Rest • Ties • Introduce music vocabulary (i.e. staff, time signature, rhythms, pitch, Solfege, etc.) • 4/4 meter • Concert pieces 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>2.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u> 4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p>Week 2</p> <p><u>VOCABULARY</u></p> <p>arrangement descant fermata $\frac{3}{4}$ meter conduct dotted rhythms uniform vowel</p>	<p>Lesson 2: <i>My America</i> pp. 12-21</p> <ul style="list-style-type: none"> • Arrangement • Descant • Fermata • $\frac{3}{4}$ meter <p>Rehearse Concert Pieces:</p> <ul style="list-style-type: none"> • Select from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 <p><i>Sight-Singing</i> text</p> <ul style="list-style-type: none"> • pp. 14-21 • Sight-Singing in Eb Major pp. 147-151 • Reading Rhythms in $\frac{3}{4}$ meter pp. 15-16,14-22 <p><u>Formative Assessment</u></p> <p>Teacher Master 3, <i>My View of America</i> Vocal Development 13, <i>Posture and Breathing</i> Skill Builder 7, <i>Conducting in $\frac{3}{4}$</i></p>	<p>Students will learn and perform:</p> <ul style="list-style-type: none"> • Uniform vowel sounds • Fermata • Sing and conduct in $\frac{3}{4}$ meter • Dotted rhythms • Sing Expressively • Posture • Breathing • Two-part music • Rest • Ties 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>2.4 Listen to, describe, and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u></p> <p>4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p>Week 3</p> <p><u>VOCABULARY</u></p> <p>unison canon a cappella scale trio ascending eighth note</p>	<p>Lesson 3: <i>Music Alone Shall Live</i> pp. 22-27</p> <ul style="list-style-type: none"> • Unison • Canon • A cappella • Scale • Trio <p>Rehearse Concert Pieces:</p> <ul style="list-style-type: none"> • Select from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 <p><i>Sight-Singing</i> text</p> <ul style="list-style-type: none"> • pp.23-37 • Sight –Singing in C major. Pp. 7-12, 14-17, 27-29, 116-117(suggested exercises) • Reading Dotted Notes, p. 43-45, 92, 110 <p><u>Formative Assessments</u> Evaluation Master 14, <i>Performance Evaluation: Part Singing</i>, Skill Builder 30, <i>Solfege Hand Signs</i></p>	<p>Students will learn and perform:</p> <ul style="list-style-type: none"> • Ascending intervals • Solfege • Scale • Canon • Unison, two part, three part • Descant • Eighth note • Dotted notes • Ties • Uniform vowel sounds 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>3.4 Listen to , describe , and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u></p> <p>4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p>Week 4</p> <p><u>VOCABULARY</u></p> <p>interval syncopation form diction</p>	<p>Lesson 4: <i>Singabahambayo</i> pp. 28-33</p> <ul style="list-style-type: none"> Interval Syncopation <p>Rehearse Concert Pieces:</p> <ul style="list-style-type: none"> Select from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 <p><i>Sight-Singing</i> text</p> <ul style="list-style-type: none"> pp. 38-57 Sight-Singing in G Major, pp. 84-89, 93 Reading Syncopation, pp. 160-161 <p><u>Formative Assessments</u></p> <p>Teaching Master 5, <i>Pronunciation Guide for "Singabahambayo"</i></p> <p>Teaching Master 6, <i>The struggle for Freedom</i></p> <p>Skill Builder 24, <i>Rhythm Challenge Using Syncopation</i></p>	<p>Students will learn and perform:</p> <ul style="list-style-type: none"> African Culture Interval –Thirds Syncopation AB Form Diction for Nguni language Uniform vowel sounds Introduce music vocabulary (i.e. staff, time signature, rhythms, pitch, Solfege, etc.) Solfege 	<p><u>Artistic Perception</u></p> <p><i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u></p> <p><i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u></p> <p><i>Diversity of Music</i></p> <p>2.4 Listen to , describe , and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u></p> <p>4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p>Weeks 5-6</p> <p><u>VOCABULARY</u></p> <p>harmony baroque medley folk song stepwise motion</p>	<p>Lesson 9: <i>Da pacem Domine</i> pp. 72-75 An American Folk Song Spectacular pp. 128- 139</p> <ul style="list-style-type: none"> • Harmony • Canon • Baroque • Intervals • Medley • Folk song • 4/4 meter <p>Rehearse Concert Pieces:</p> <ul style="list-style-type: none"> • Select from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 <p><i>Sight-Singing</i> text</p> <ul style="list-style-type: none"> • Sight-Singing in F Major, pp. 38-40, 60, 76-77. • Reading Dotted Notes, pp. 43-45, <p><u>Formative Assessments</u> Teaching Master 14, <i>Pron.Guide “Da pacem Domine”</i> Spotlight on Vowels p.75 Skill Builders 3, Develop. 15,</p>	<p>Students will learn and perform:</p> <ul style="list-style-type: none"> • 2-part harmony • Canon • Baroque Period • Stepwise motion • Skip-wise motion • Latin Text • Songs musically liked together • Review 4/4 meter 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i> 1.1 Read, write and perform intervals and triads. 1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters. 1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i> 2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i> 2.4 Listen to, describe , and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u> 4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p style="text-align: center;">Weeks 7-8</p> <p><u>VOCABULARY</u></p> <p>concert etiquette performance</p>	<p>Last Lesson: Rehearse Concert Pieces</p> <ul style="list-style-type: none"> Selected from <i>Choral Library in Experiencing Choral Music</i> pp. 127-217 Review Concert Etiquette Final Performance Preparations 	<p>Students will learn and perform:</p> <ul style="list-style-type: none"> Demonstrate ability to sing concert pieces from memory Demonstrate proper vocal technique which includes posture, breath support, vowel shape, diction Demonstrate proper concert etiquette through concert performance 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>2.4 Listen to , describe , and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u></p> <p>4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>

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<p>Week 9</p> <p><u>VOCABULARY</u></p> <p>Review vocabulary terms in chapters 1-4</p>	<p>Review and Assessment</p> <ul style="list-style-type: none"> • Music Vocabulary • Sight-Reading • Fundamentals • Choral Music • Vocal Technique <p><i>Experiencing Choral Music</i> Text</p> <ul style="list-style-type: none"> • Review Chapters 1-4 pp. 1-56 • Chapter Evaluations <p><i>Experiencing Choral Music Sight-Singing</i> Text</p> <ul style="list-style-type: none"> • (Lessons 1-4) <p>(teacher selects as needed)</p> <p><u>Summative Assessments:</u> Teacher-selected evaluations and completion of individual and/or group music projects</p>	<p>Students will review for summative assessment.</p> <ul style="list-style-type: none"> • Demonstrate knowledge of music vocabulary • Demonstrate knowledge of rhythm and solfege fundamentals • Demonstrate ability to sing concert pieces from memory • Demonstrate rhythm accuracy by reading, writing, speaking, tapping, and sight-singing • Sing songs in small ensembles • Demonstrate knowledge of concert etiquette through performance • Sight-Reading Fundamentals 	<p><u>Artistic Perception</u> <i>Read and Notate Music</i></p> <p>1.1 Read, write and perform intervals and triads.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, using standard symbols for pitch, meter, rhythm, dynamics, and tempo in duple and triple meters.</p> <p>1.4 Sight –read simple melodies in treble clef or bass clef.</p> <p><u>Creative Expression</u> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.3 Perform on an instrument a repertoire of instrumental literature representing various genres, styles, and cultures and expression, technical accuracy, tone quality, and articulation, by oneself and in ensembles (level of difficulty: 1 on a scale of 1-6).</p> <p><u>Historical and Cultural Context</u> <i>Diversity of Music</i></p> <p>2.4 Listen to , describe , and perform music of various styles from a variety of cultures.</p> <p><u>Aesthetic Valuing</u></p> <p>4.1 Use criteria to evaluate the quality of and effectiveness of musical performances and compositions.</p>