

5th GRADE CHOIR

Chorus is an embedded component of the 5th grade music curriculum in which all grade five students participate. The ensemble provides a culminating experience where nearly all performing and responding skills learned since kindergarten will be applied in a cooperative team style setting. In chorus, music of various time periods and styles will be performed, including works using texts in world languages. Proper vocal technique, ensemble and large group rehearsal skills as well as performance etiquette are emphasized. Participation in the Winter and Spring evening curricular concerts is expected and integral for successful completion of this class. Chorus meets for fifty five minutes once per six day rotation.

Course Overview

All students in the Fairfield Choral Program progress through an Ensemble Sequence and individual Instrument Skill Levels.

Fairfield's Choral Program Ensemble Sequence

<u>Grade/Course</u>	<u>Vocal Skill Level</u>	<u>Ensemble Sequence Marker</u>
5th Grade Choir	I	Novice
6 th Grade Choir	II	Novice
7 th Grade Choir	III	Intermediate
8 th Grade Choir	IV	Intermediate
Concert Choir	V treble voices V/VI tenor, bass, baritone voices	Proficient/ Accomplished
Treble Choir	VI treble voices	Accomplished
Chamber Choir	VII treble voices VII/VIII tenor, bass, baritone voices	Accomplished/ Advanced
Warde/Ludlowe Singers	VIII treble voices	Advanced

Course Goals

Students will have the ability to understand and engage with music in a number of different ways, including the **creative, responsive and performative** artistic processes. They will have the ability to perform music in a manner that illustrates careful preparation and reflects an understanding and interpretation of the selection. They will be musically literate.

Students will be artistically literate: they will have the knowledge and understanding required to participate authentically in the arts. They will have the ability to transfer arts knowledge, skills, experiences and capacities and make **connections** to other subjects and settings to promote and enhance lifelong learning.

Ensemble Goals

- I. Learn and demonstrate ensemble performing techniques which will include responding to conductor's cues, ensemble balance and blend, and performance etiquette.

Artistic Processes

- Perform
- Respond

Anchor Standards

- Select, analyze, and interpret artistic work for presentation.
- Develop and refine artistic techniques and work for presentation.
- Convey meaning through the presentation of artistic work.
- Perceive and analyze artistic work.
- Interpret intent and meaning in artistic work.
- Apply criteria to evaluate artistic work.
- Synthesize and relate knowledge and personal experiences to make art.
- Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.

	<p>II. Apply the principles of teamwork and cooperation to achieve a common goal in the ensemble setting.</p> <p>III. Successfully participate in authentic concert experiences through public performance in the most professional setting available.</p> <p>IV. Adhere to proper performance etiquette, concert dress, response to audience, and behavior when not engaged in active performance.</p>	
--	---	--

Summary Ensemble Skill Objectives

Blend and Balance

- Students will demonstrate the ability to listen to others while singing by adjusting volume to balance within the ensemble.

Rhythmic Accuracy

- Students will demonstrate steady beat in simple and compound meters.
- Students will perform rhythmic patterns accurately by ear.
- Students will enumerate and perform whole, half, quarter and eighth note rhythms and their corresponding rests excluding eighth note rests.

Musical Expression

Responding to conductors' cues:

- Students will perform a range of dynamics including piano, forte, crescendo, decrescendo.
- Students will articulate plosive consonants uniformly and clearly.
- Students will accurately perform clear entrances and cutoffs.

Reading the Choral Score

- Students will demonstrate the ability to follow a voice part in a choral octavo containing one and/or two voice parts.
- Students will demonstrate the ability to locate and follow musical markings including: treble clef, system, bar line, measure, double bar line, repeat sign, piano, forte, crescendo, decrescendo, and piano line.
- Students will identify note names on the staff in treble clef as well as middle C and D below the staff.

Vocal Technique

- Posture
 - Students will demonstrate correct singing posture while standing:
 - Feet shoulder width apart
 - Shoulders relaxed
 - Knees slightly bent, relaxed
 - Arms down at sides
 - Students will demonstrate correct singing posture while sitting:
 - Sitting at the edge of the chair
 - Feet flat on the floor
 - “sit tall”
 - Hands on lap or holding music

Assessments

- Ensemble performances (Winter and Spring Concerts) including Student Self Reflection on Concert Performance

- | | |
|---|--|
| <ul style="list-style-type: none">• Tone Production<ul style="list-style-type: none">○ Students will sing in both head voice and chest voice with accurate pitch.○ Students will demonstrate increased breath management through rib-cage control and slow emission of the air column upon exhalation.○ Students will sing with a tension free supported and open sound.• Intonation<ul style="list-style-type: none">○ Students will match pitch.○ Students will sing notes “on the bulls eye,” not flat or sharp. | |
|---|--|

PERFORMING

Realizing artistic ideas and work through interpretation and 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.
- Musicians judge performance based on criteria that vary across time, place and cultures.

Essential Questions

- How do musicians improve the quality of their performance?
- When is a performance judged ready to present?

Process Components: Analyze, Interpret, Rehearse, Evaluate, Refine, Present

Repertoire

- Students will perform grade level appropriate choral arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.
- Students will perform grade level appropriate choral arrangements in unison and two part treble.
- Students will perform the following genres over the course of the year:
 - Multicultural music
 - Pop/Broadway music
 - Folk music
 - Music in a world language
 - Contemporary choral repertoire

Tasks

Students will:

- Rehearse as a full ensemble and perform choral literature demonstrating appropriate dynamics, balance and blend while interpreting the conductor's non-verbal directions.
 - Analyze & Interpret pitches, rhythms, note values, dynamics, and articulations
 - Evaluate & Refine ensemble balance, blend, intonation and articulation.
- Present choral literature at grade level concerts.

Assessment

- Formative assessments on dynamics, balance and blend and following the conductor's gestures.
- Summative Winter and Spring concert performances.

RESPONDING

Understanding and evaluating how the arts convey meaning.

Enduring Understanding

- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria based on the elements of music. (PROGRESSIVE BY GRADE LEVEL)

Essential Question

- How do we judge the quality of musical work(s) and performances?

Process Components: Analyze, evaluate

Repertoire

- Students will perform grade level appropriate choral arrangements representing a variety of genres that include Fairfield's Skill Level I objectives.
- Students will perform grade level appropriate choral arrangements in unison and two part treble.
- Students will perform various styles of repertoire including but not limited to:
 - Multicultural music
 - Pop/Broadway music
 - Folk music
 - Music in a world language
 - Contemporary choral repertoire

Tasks

Students will:

- Analyze and discuss targeted vocal techniques, ensemble skills and elements of music during rehearsals.
- Evaluate, in group discussion, the quality of their own performances by describing the uses of elements of music and expressive devices.

Assessment

- Ensemble improvement on targeted vocal techniques, ensemble skills and elements of music during rehearsals.
- Class discussion/evaluation of performances.