



**SPRING GROVE AREA SCHOOL DISTRICT**

**PLANNED COURSE OVERVIEW**



|  |   |
|--|---|
| <b>Course Title:</b> Intermediate Chorus<br><b>Grade Level(s):</b> 5-6<br><b>Units of Credit:</b> N/A<br><b>Classification:</b> Elective | <b>Length of Course:</b> 30 cycles<br><b>Periods Per Cycle:</b> 1<br><b>Length of Period:</b> 40 minutes<br><b>Total Instructional Time:</b> 20 hours |
|--|---|

***Course Description***

Intermediate Chorus is an extension of the fifth and sixth grade Essential Music class. Intermediate Chorus emphasizes voice production and performance in a large group setting.

***Instructional Strategies, Learning Practices, Activities, and Experiences***

|   |   |   |
|---|---|---|
| Bell Ringers<br>Class Discussions<br>Closure<br>Graphic Organizers<br>Higher Level Questioning<br>Small Group Interventions | Interaction Sequence<br>Paper and Pencil Activities<br>Posted Objectives<br>Practice Exercises<br>Quizzes | Teacher Demonstrations<br>Teacher-made Worksheets<br>Technology Integration<br>Videos/DVDs<br>Wait-time<br>Wait-time Extended |
|---|---|---|

***Assessments***

|              |                      |                                   |
|--------------|----------------------|-----------------------------------|
| Performances | Teacher Observations | Teacher-made Tests and Worksheets |
|--------------|----------------------|-----------------------------------|

***Materials/Resources***

|                                    |  |                           |
|------------------------------------|--|---------------------------|
| CDs and DVDs<br>Concert Repertoire | Lyric Sheets<br>Method Books (Sight Singing) | Teacher-created Materials |
|------------------------------------|--|---------------------------|

**Adopted:** 4/12/89

**Revised:** 9/3/91; 5/21/99; 8/17/05; 6/20/11; 5/15/2017

| Intermediate Chorus   |  |
|---|--|
| CONTENT/KEY CONCEPTS  | OBJECTIVES/STANDARDS   |
| <p><b>Warm-Up Exercises</b><br/> <u>Content</u><br/>                     Student will use warm-up exercises for voice.</p> <p><u>Key Concepts</u><br/>                     Scale, solfege, interval, patterns, sight-reading</p>  | <p><u>Warm-Up Exercises - Standards</u><br/>                     9.1.5.A. Know and use the elements and principles of each art form to create works in the arts and humanities.<br/>                     9.1.5.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.<br/>                     9.1.5.C. Know and use fundamental vocabulary within each of the arts forms.</p> <p><u>Objectives</u><br/>                     1. Student will successfully use warm-up exercises to aid in improving performance and music literacy.</p> |
| <p><b>Voice Production</b><br/> <u>Content</u><br/>                     Student will use quality voice production skills.</p> <p><u>Key Concepts</u><br/>                     Posture, diction, tone quality, intonation, range</p>   | <p><u>Voice Production - Standards</u><br/>                     9.1.5.C. Know and use fundamental vocabulary within each of the arts forms.<br/>                     9.3.5.A. Identify critical processes in the examination of works in the arts and humanities.</p> <p><u>Objectives</u><br/>                     1. Student will acquire and demonstrate the necessary skills to develop a quality singing voice.</p>   |
| <p><b>Performance Songs</b><br/> <u>Content</u><br/>                     Student will prepare performance songs for upcoming concerts.</p> <p><u>Key Concepts</u><br/>                     Unison, two-part, round, notation, expression</p>  | <p><u>Performance Songs – Standards</u><br/>                     9.1.5.A. Know and use the elements and principles of each art form to create works in the arts and humanities.<br/>                     9.1.5.G. Identify the function and benefits of rehearsal and practice sessions.<br/>                     9.2.5.A. Explain the historical, cultural, and social context of an individual work in the arts.</p> <p><u>Objectives</u><br/>                     1. Student will practice and evaluate concert literature intended for public performance.</p>   |
| <p><b>Performance Etiquette</b><br/> <u>Content</u><br/>                     Student will review and demonstrate the necessary skills and behaviors for a successful performance.</p> <p><u>Key Concepts</u><br/>                     Presence, posture, attire, acoustics, etiquette</p> | <p><u>Performance Etiquette – Standards</u><br/>                     9.1.5.E. Know and demonstrate how arts can communicate experiences, stories, or emotions through the production of works in the arts.<br/>                     9.1.5.I. Describe arts events that take place in schools and in communities.</p> <p><u>Objectives</u><br/>                     1. Student will prepare for a quality concert performance by demonstrating the necessary etiquette.</p>   |