



SPRING GROVE AREA SCHOOL DISTRICT

PLANNED COURSE OVERVIEW



Course Title: Girls' Chorus Grade Level(s): 7-8 Units of Credit: .33 Classification: Elective	Length of Course: 30 cycles Periods Per Cycle: 3 Length of Period: 47 Total Instructional Time: 70.5 hours
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Course Description

This course will offer two and three-part ensemble singing with the introduction of sight singing, voice production, multiple genres of music, and musical notation specifically for female singers.

Instructional Strategies, Learning Practices, Activities, and Experiences

Bell Ringers Class Discussion Flexible Groups Best Practices Strategies	Posted Objectives and Agenda Teacher Demonstration Homework Practice Tracks	Guided Practice Online Resources Formal and Informal Assessments
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Assessments

Quizzes	Live Performance	Sight Singing
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Materials/Resources

Printed Music By Various Composers

Adopted: 3/16/88

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

Sight Reading	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>1. Sight Reading</p> <ul style="list-style-type: none"> A. Warm-up B. Intervals (step/skip) C. Time Signatures D. Rhythm E. Pitch F. Phrase 	<p>9.1.8.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.8.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F. Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H. Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I. Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Voice Production	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>2. Voice Production</p> <ul style="list-style-type: none"> A. Breath Control B. Good Posture C. Diction D. Tone Production E. Intonation F. Phrasing G. Vowel Shape 	<p>9.1.8.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.8.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F. Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H. Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I. Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Unison, Two, and Three-Part Singing	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>3. Unison, Two, and Three-Part Singing</p> <ul style="list-style-type: none"> A. Solos B. Ensemble Singing C. Memorization D. Style/Genre 	<p>9.1.8 Production, Performance and Exhibition of Dance, Music, Theatre and Visual Arts</p> <p>9.2.8.A. Explain the historical, cultural, and social context of an individual work in the arts.</p> <p>9.2.8. B. Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).</p> <p>9.2.8.C. Relate works in the arts to varying styles and genre and to the periods in which they were created (e.g., Bronze Age, Ming Dynasty, Renaissance, Classical, Modern, Post-Modern, Contemporary, Futuristic, others).</p> <p>9.2.8.D. Analyze a work of art from its historical and cultural perspective.</p> <p>9.2.8.E. Analyze how historical events and culture impact forms, techniques, and purposes of works in the arts (e.g., Gilbert and Sullivan operettas)</p> <p>9.2.8.F. Know and apply appropriate vocabulary used between social studies and the arts and humanities.</p> <p>9.2.8.G. Relate works in the arts to geographic regions:</p> <ul style="list-style-type: none"> • Africa • Asia • Australia • Central America • Europe • North America • South America <p>9.2.8.H. Identify, describe, and analyze the work of Pennsylvania Artists in dance, music, theatre, and visual arts.</p> <p>9.2.7.I. Identify, explain, and analyze philosophical beliefs as they relate to works in the arts (e.g., classical architecture, rock music, Native American dance, contemporary American musical theatre).</p>

Musical Notation	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>4. Musical Notation</p> <ul style="list-style-type: none"> A. Rhythmic notation B. Melodic Notation C. Scales (major, minor, chromatic) D. Meter E. Vocabulary 	<p>9.1.8.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review, and revise original works in the arts.</p> <p>9.1.8.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F. Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H. Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I. Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>

Context	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>5. Context A. Geographic Region B. Cultural Background C. Era</p>	<p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p>

Context (continued)	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
	<p>9.4.8 Aesthetic Response</p> <p>A. Compare and contrast examples of group and individual philosophical meanings of works in the arts and humanities (e.g., group discussions on musical theatre versus the individual's concept of musical theatre).</p> <p>B. Compare and contrast informed individual opinions about the meaning of works in the arts to others (e.g., debate philosophical opinions within a listserv or at an artist's website).</p> <p>C. Describe how the attributes of the audience's environment influence aesthetic responses (e.g., the ambiance of the theatre in a performance of Andrew Lloyd Weber's <i>Cats</i>).</p> <p>D. Describe to what purpose philosophical ideas generated by artists can be conveyed through works in the arts and humanities (e.g., T. Ganson's <i>Destructive Periods in Russia During Stalin's and Deniken's Leadership</i> conveys her memories and emotions of a specific incident).</p>

Vocabulary	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>6. Vocabulary</p> <ul style="list-style-type: none"> A. Notation Symbols B. Interval Patterns C. Dynamics D. Form E. Posture F. Anatomy of Voice 	<p>9.3.8 Critical Response</p> <p>A. Know and use the critical process of the examination of works in the arts and humanities.</p> <ul style="list-style-type: none"> • Compare and contrast • Analyze • Interpret • Form and test hypotheses • Evaluate/form judgments <p>B. Analyze and interpret specific characteristics of works in the arts within each art form (e.g., pentatonic scales in Korean and Indonesian music).</p> <p>C. Identify and classify styles, forms, types, and genre within art forms (e.g., modern dance and the ethnic dance, a ballad and a patriotic song).</p> <p>D. Evaluate works in the arts and humanities using a complex vocabulary of critical response.</p> <p>E. Interpret and use various types of critical analysis in the arts and humanities.</p> <ul style="list-style-type: none"> • Contextual criticism • Formal criticism • Intuitive criticism <p>F. Apply the process of criticism to identify characteristics among works in the arts.</p> <p>G. Compare and contrast critical positions or opinions about selected works in the arts and humanities (e.g., critic's review and comparison of Alvin Ailey's <i>Revelations</i> to Tchaikovsky's <i>Swan Lake</i>).</p>

Performance	
CONTENT/KEY CONCEPTS	OBJECTIVES/STANDARDS
<p>7. Performance</p> <p>A. Stage Presence</p> <p>B. Poise, Self-control</p> <p>C. Stage Direction</p> <p>D. Audience Participation</p> <p>E. Concert Programming</p>	<p>9.1.8.A. Know and use the elements and principles of each art form to create works in the arts and humanities.</p> <p>9.1.8.B. Recognize, know, use, and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.</p> <p>9.1.8.C. Identify and use comprehensive vocabulary within each of the arts forms.</p> <p>9.1.8.D. Demonstrate knowledge of at least two styles within each art form through performance or exhibition of unique works.</p> <p>9.1.8.E. Communicate a unifying theme or point of view through the production of works in the arts.</p> <p>9.1.8.F. Explain works of others within each art form through performance or exhibition.</p> <p>9.1.8.G. Explain the function and benefits of rehearsal and practice sessions.</p> <p>9.1.8.H. Demonstrate and maintain materials, equipment, and tools safely at work and performance spaces.</p> <ul style="list-style-type: none"> • Analyze the use of materials. • Explain issues of cleanliness related to the arts. • Explain the use of mechanical/electrical equipment. • Demonstrate how to work in selected physical space/environment. • Demonstrate the selection of safe props/stage equipment. • Demonstrate methods for storing materials in the arts. <p>9.1.8.I. Know where arts events, performances, and exhibitions occur and how to gain admission.</p> <p>9.1.8.J. Incorporate specific uses of traditional and contemporary technologies within the design for producing, performing, and exhibiting works in the arts or the works of others.</p> <p>9.1.8.K. Incorporate specific uses of traditional and contemporary technologies in furthering knowledge and understanding in the humanities.</p>