

# Marysville Middle School

## 7<sup>th</sup>/8<sup>th</sup> Grade Chorus

### Curriculum Pacing Guide

WEEKS	Unit Block	CCE	Power Standards - Critical Content - Key Concepts
<p><b>Ongoing</b></p> <p>Concepts and standards are ongoing throughout the school year and are experienced on multiple levels of learning.</p>	<p>Semester Course Block</p>	<p><b>National Standards:</b> 1,2,3,4,5,6,7,8</p> <p><b>State Standards:</b> 1,2,3,4,5</p>	<ul style="list-style-type: none"> <li>• Use their voices to produce a healthy sound throughout their vocal range as it changes and develops.</li> <li>• Realize (interpret, decode, make meaning of) and perform contour and direction in the context of a simple notated melodic line.</li> <li>• Reproduce melodic phrases by ear.</li> <li>• Understanding how pitch and rhythm function in the context of melody.</li> <li>• <u>Advanced:</u> Realize and perform music that has basic rhythms in simple and compound meter and increasingly complex intervallic relationships (including perfect 4ths, 5ths, and accidentals) in the context of a notated melodic line.</li> <li>• Identify and use tonal center (home tone, do, 1, tonic, resting tone).</li> <li>• Understand how tonal center and modality create key and operate in the musical works they are performing.</li> <li>• Understanding how harmony and texture function and how they may be used to create motion and structure in music.</li> <li>• Understanding how dynamics, tempo, timbre, and articulation may be used to interpret music for expression.</li> </ul>

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<b>Ongoing</b>  Concepts and standards are ongoing throughout the school year and are experienced on multiple levels of learning.	Semester Course Block	<b>National Standards:</b> 1,2,3,4,5,6,7,8  <b>State Standards:</b> 1,2,3,4,5	<ul style="list-style-type: none"> <li>• Perform with awareness of expressive qualities that enables a sense of simultaneity and ensemble: Timbre, Dynamics, Tempo, Articulation</li> <li>• Listen reflectively (to their own performance, recordings of the ensemble's performance, live performance of other ensembles, recorded ensembles) to begin to discriminate, critique, evaluate, problem solve, and use the information to improve future performance.</li> <li>• Understand how form structures a work and how form influences interpretation.</li> <li>• Understand the ways musical elements (dimensions) interact to produce style and genre.</li> <li>• Develop understanding of how musicians use style and genre to produce a particular intended effect.</li> <li>• Understand and recognize a variety of styles and genres and in appropriate cultural and historical contexts.</li> </ul>