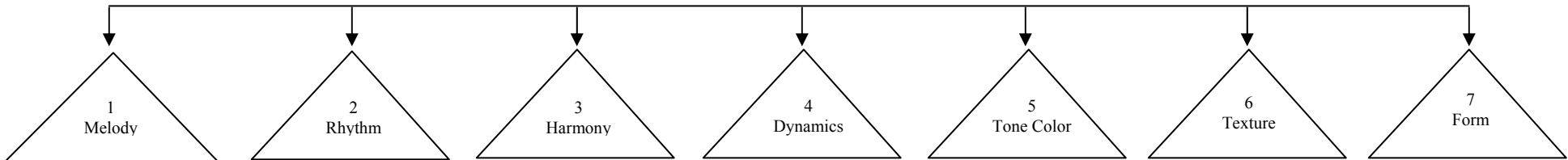


Grade 6  
**Choir**

**Strand 1:** Artistic Foundations  
**Standard 1:** Demonstrate knowledge of the foundations of the art area.

**Benchmarks:**  
The student will:

1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.



- Recognize:
- Tonal melody
  - Scale relationships
  - Sight sing simple melodic patterns
  - Write solfege
  - Understand/sing pitch relationships in major keys

- Identify notes, rests
- Steady pulse at different tempos
- Understand subdivisions of rhythms
- Understand simple and compound rhythms
- Tinge signatures
- Triplets
- Syncopation
- Understand subdivisions

- Ability to sing in 2-, 3-, and 4-part harmonies
- Use of partner songs
- 2 independent melodies
- Echo parts
- Canons
- SSA, SA

- Crescendo
- Decrescendo
- Read and sing p, mp, mf, f, ff
- Staccato
- Legato
- Tempo

- Working on producing a healthy tone
- Recognizing a quality sound/tone
- Listening to good quality choral music
- Bright, dark, clear, breathy
- Vocal development

- Hearing the simultaneous combination of musical lines
- Sing acapella unison melody monophonic
- Homophonic
- Heterophonic

- Recognize:
- Ternary ABA
  - Canon
  - Binary AB
  - Strophic
  - Identify coda, repeats, cadences
  - Solo, duet, trio

Grade 6  
**Choir**

**Strand I:** Artistic Foundations  
**Standard 2:** Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

**Benchmarks:**  
The student will:

1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8  
Read and Notate

- Write and sing solfege
- Score marking
- Sight reading
- Melodic, rhythmic identification
- Notate breath and expression
- Reads choral score:
  - Page #, system #, measure number, rehearsal #, dynamic markings

9  
Pedagogy  
(Tone Production, Articulation,  
And Intonation)

- Respiration
- Resonant tone production
- Diction
- Expression

10  
Technology  
Resources

- Smart Music
- Music Ace II
- Finale
- Garage Band
- Model Classroom
- On-line resources/recordings

Grade 6  
**Choir**

**Strand I:** Artistic Foundations  
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

**Benchmarks:**  
The student will:

1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

11  
Cultural and  
Historical Contexts

- Variety of songs from varied cultures
- Time periods, folk music, spirituals

12  
Arts Connections

- Incorporate dance/movement
- Visual art connections
- Historical literature

Grade 6  
**Choir**

**Strand II:** Create/Make  
**Standard 1:** Create/make in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**  
The student will:

1. Impvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

13  
Impvise

- Warm up on a familiar tune
- Warm ups – use expressions/emotions
  - Happy
  - Sad
  - Angry
  - Puzzled

14  
Compose

15  
Revise

16  
Artistic Intent

- Based on emotions used

Grade 6  
**Choir**

**Strand III:** Perform/Present  
**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**  
The student will:

1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

17  
Repertoire  
(List)

ACDA State repertoire lists, time periods, world folk, spirituals

18  
Rehearsal and  
Performance Feedback

- Audio recording
- Critique-written and oral
- Video recording

19  
Artistic  
Intent

- Repertoire-based theme
- Composer-based theme
- Special occasion, holiday theme

Grade 6  
**Choir**

**Strand IV:** Respond/Critique  
**Standard 1:** Respond to and critique a variety of creations or performances using the artistic foundations.

**Benchmarks:**

The student will:

1. Analyze and interpret a variety of musical works and performances using established criteria.

20  
Listening (Lists)  
(+ Description of Characteristics)

- Recorded examples ACDA Honor choirs
- Pieces currently performing/will perform

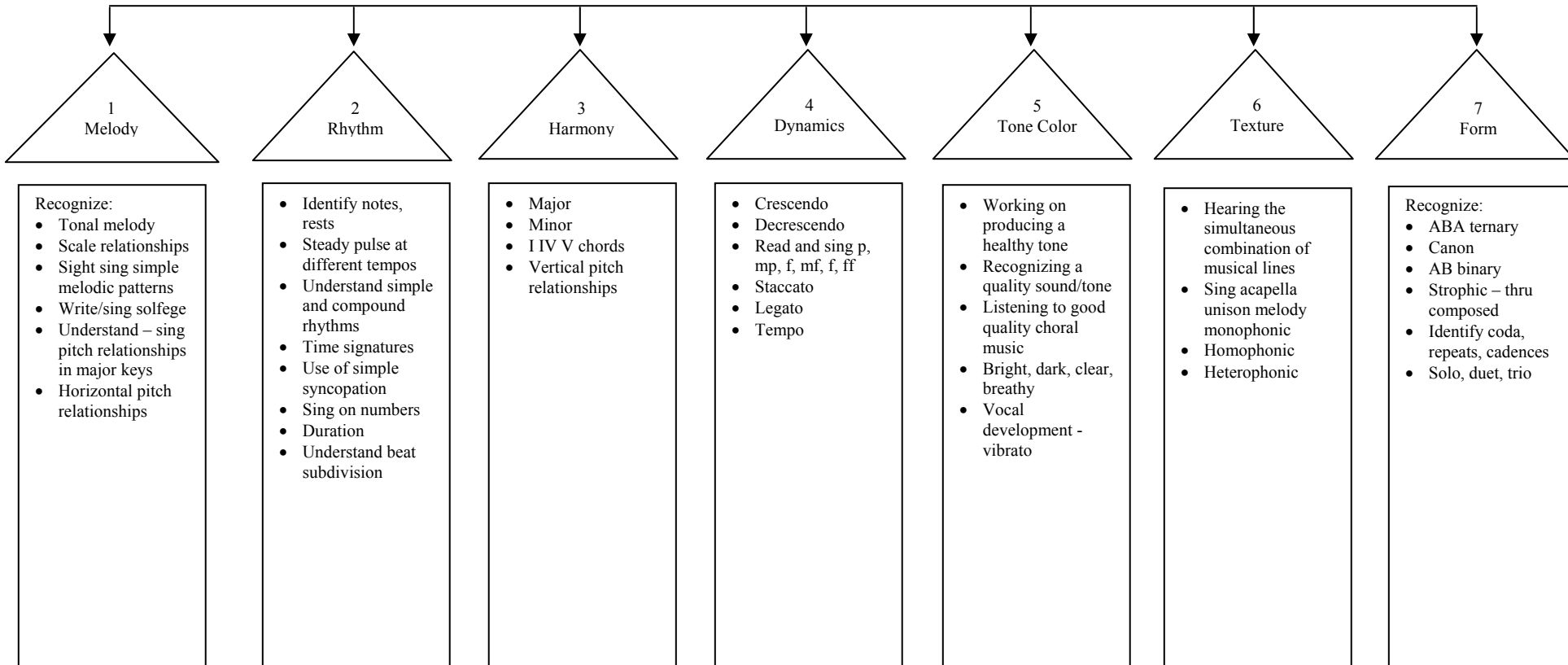
Grades 7-8

# Choir

**Strand 1:** Artistic Foundations  
**Standard 1:** Demonstrate knowledge of the foundations of the art area.

**Benchmarks:**  
 The student will:

1. Analyze the elements of music including melody, rhythm, harmony, dynamics, tone color, texture, form and their related concepts.
2. Analyze how the elements and related concepts, such as articulation, major/minor and fugue are used in the performance, creation and response to music.
3. Describe the characteristics of a variety of genres and musical styles, such as electronic, jazz, opera, and gamelan.



Grades 7-8  
**Choir**

**Strand I:** Artistic Foundations  
**Standard 2:** Demonstrate knowledge and use of the technical skills of the art form integrating technology when applicable.

**Benchmarks:**  
The student will:

1. Read and notate music using the standard notation system such as dotted rhythms, clefs, mixed meters and multipart scores with or without the use of notation software.
2. Sing alone and in a group (two- or three-part harmony) using musical expression such as phrasing, dynamic contrast, technique, balance and accurate articulation OR play an instrument alone and in a group using music expression such as phrasing, dynamic contrast, technique, balance, and accurate articulation.

8  
Read and Notate

- Write solfege in score
- Score markings
- Sight reading
- Melodic, rhythmic identification
- Notate breath and expression

9  
Pedagogy  
(Tone Production, Articulation,  
And Intonation)

- Respiration
- Resonant tone production
- Diction
- Expression

10  
Technology  
Resources

- Smart Music
- Music Act II
- Finale
- Garage Band
- Model Classroom
- On-line resources/recordings



Grades 7-8  
**Choir**

**Strand I:** Artistic Foundations  
**Standard 3:** Demonstrate understanding of the personal, social, cultural, and historical contexts that influence the art areas.

**Benchmarks:**  
The student will:

1. Compare and contrast connections among works in music, their purpose, and the personal, cultural and historical contexts including the contributions of Minnesota American Indian tribes and communities.
2. Analyze the meanings and functions of music.

11  
Cultural and  
Historical Contexts

- Variety of songs from varied cultures
- Time periods, folk music, spirituals

12  
Arts Connections

- Incorporate dance/movement
- Visual art connections
- Historical literature

Grades 7-8  
**Choir**

**Strand II:** Create/Make  
**Standard 1:** Create/make in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**  
The student will:

1. Improvise, compose or arrange a new musical composition using available technology to preserve the creation.
2. Revise a musical composition, improvisation or arrangement based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

13  
Improvise

- Warm up on a familiar tune
- Warm ups – using expressions/emotions

14  
Compose

15  
Revise

16  
Artistic Intent

Grades 7-8  
**Choir**

**Strand III:** Perform/Present  
**Standard 1:** Perform/Present in a variety of contexts in the art area using the artistic foundations.

**Benchmarks:**  
The student will:

1. Rehearse and perform music from a variety of contexts and styles alone or within small or large groups.
2. Revise performance based on feedback of others, self-reflection and artistic intention.
3. Explain artistic intent including how audience and occasion affect artistic choices and explain choices based on intent.

17  
Repertoire  
(List)

- ACDA State repertoire lists
- Time periods
- World folk
- Spirituals

18  
Rehearsal and  
Performance Feedback

- Audio recording – critique (written, oral)
- Video recording

19  
Artistic  
Intent

- Repertoire-based theme
- Composer-based theme
- Special occasion, holiday theme

Grades 7-8  
**Choir**

**Strand IV:** Respond/Critique  
**Standard 1:** Respond to and critique a variety of creations or performances using the artistic foundations.

**Benchmarks:**  
The student will:  
1. Analyze and interpret a variety of musical works and performances using established criteria.

20  
Listening  
(Lists)  
(Analyze/Interpret)

- Pieces currently performing
- Will perform
- Examples of other performances
- Compare and contrast

21  
Aesthetics  
(Critiques)

- Written response
- Emotional response to the success of a piece's intent