



# M/J Chorus 2 (#1303010)

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<b>Course Number:</b> 1303010	<b>Course Path:</b> <b>Section:</b> Grades PreK to 12 Education Courses > <b>Grade Group:</b> Grades 6 to 8 Education Courses > <b>Subject:</b> Music > <b>SubSubject:</b> Choral Music >
<b>Course Section:</b> Grades PreK to 12 Education Courses	<b>Abbreviated Title:</b> M/J CHORUS 2
<b>Course Status:</b> Course Approved	<b>Course Length:</b> Year (Y)
<b>Keywords:</b> PreK to 12 Education, Pre K to 12 Education, Grades 6 to 8 and Adult Education, 6 to 8, 6-8, Middle School, Music, Instrumental Music, M/J Chorus 2, M/J CHORUS 2, Chorus	<b>Course Level:</b> 2
<b>Grade Level(s):</b> 6, 7, 8	<b>Grade Level(s) Version:</b> 6,7,8

## VERSION DESCRIPTION

Students build on previous choral experience to expand vocal, technical, musical, and ensemble skills through rehearsal, performance, and study of high-quality choral literature. Singers focus on increasing knowledge of music theory, music literacy, and aesthetic response. Public performances may serve as a culmination of specific instructional goals. Students may be required to attend and/or participate in rehearsals and performances outside the school day to support, extend, and assess learning in the classroom.

## Course Standards

In addition to the listed benchmarks and standards, the following mathematical practices are required content:

MAFS.K12.MP.5.1: Use appropriate tools strategically.  
MAFS.K12.MP.6.1: Attend to precision.  
MAFS.K12.MP.7.1: Look for and make use of structure.

In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

Name	Description
<a href="#">DA.68.S.2.1:</a>	Sustain focused attention, respect, and discipline during classes and performances. Develop strategies for listening to unfamiliar musical works.
<a href="#">MU.68.C.1.1:</a>	<b>Remarks/Examples:</b> e.g., listening maps, active listening, checklists
<a href="#">MU.68.C.1.2:</a>	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent. <b>Remarks/Examples:</b> e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title
<a href="#">MU.68.C.1.4:</a>	Identify, aurally, a variety of vocal styles and ensembles. <b>Remarks/Examples:</b> e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
<a href="#">MU.68.C.2.1:</a>	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers. <b>Remarks/Examples:</b> e.g., intonation, balance, blend, phrasing, rhythm
<a href="#">MU.68.C.2.2:</a>	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. <b>Remarks/Examples:</b> e.g., blend, balance, ensemble playing, sonority, technique, tone quality
<a href="#">MU.68.S.1.1:</a>	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. <b>Remarks/Examples:</b> e.g., blues, rock
<a href="#">MU.68.S.1.3:</a>	Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

	Sing or play melodies by ear with support from the teacher and/or peers.
<a href="#">MU.68.S.1.4:</a>	<b>Remarks/Examples:</b> e.g., melodies using traditional classroom instruments and/or voice
	Perform music from memory to demonstrate knowledge of the musical structure.
<a href="#">MU.68.S.2.1:</a>	<b>Remarks/Examples:</b> e.g., basic themes, patterns, tonality, melody, harmony
	Sing and/or play age-appropriate repertoire expressively.
<a href="#">MU.68.S.3.1:</a>	<b>Remarks/Examples:</b> e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response
	Demonstrate proper vocal or instrumental technique.
<a href="#">MU.68.S.3.2:</a>	<b>Remarks/Examples:</b> e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
	Sight-read standard exercises and simple repertoire.
<a href="#">MU.68.S.3.3:</a>	<b>Remarks/Examples:</b> e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
	Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.
<a href="#">MU.68.S.3.4:</a>	<b>Remarks/Examples:</b> e.g., error detection, interval reinforcement
<a href="#">MU.68.S.3.5:</a>	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.
<a href="#">MU.68.S.3.6:</a>	<b>Remarks/Examples:</b> e.g., independently, collaboratively
	Compare performances of a musical work to identify artistic choices made by performers.
<a href="#">MU.68.O.1.1:</a>	<b>Remarks/Examples:</b> e.g., rhythm, melody, timbre, form, tonality, harmony, expressive elements: choral, orchestral, band, ensemble
	Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
<a href="#">MU.68.O.3.1:</a>	<b>Remarks/Examples:</b> e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
<a href="#">MU.68.O.3.2:</a>	Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.
<a href="#">MU.68.H.1.1:</a>	Describe the functions of music from various cultures and time periods.
<a href="#">MU.68.H.1.5:</a>	Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.
<a href="#">MU.68.H.2.1:</a>	Describe the influence of historical events and periods on music composition and performance.
<a href="#">MU.68.H.2.3:</a>	Classify the literature being studied by genre, style, and/or time period.
	Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
<a href="#">MU.68.H.3.1:</a>	<b>Remarks/Examples:</b> e.g., school: other music classes, social studies, dance, physical education, science, health, math, world languages; community: cultural connections and traditions, ceremonial music, sales and advertising, communication
	Discuss how the absence of music would affect other content areas and contexts.
<a href="#">MU.68.H.3.2:</a>	<b>Remarks/Examples:</b> e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
	Describe how concert attendance can financially impact a community.
<a href="#">MU.68.F.2.2:</a>	<b>Remarks/Examples:</b> e.g., increased revenues at restaurants, hotels, and travel agencies; venue maintenance, parking attendants
<a href="#">MU.68.F.3.2:</a>	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
<a href="#">LAFS.6.SL.1.2:</a>	Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
<a href="#">LAFS.6.SL.1.3:</a>	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
<a href="#">LAFS.6.SL.2.4:</a>	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
<a href="#">LAFS.68.RST.2.4:</a>	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics.
<a href="#">LAFS.68.WHST.2.4:</a>	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
<a href="#">LAFS.68.WHST.3.9:</a>	Draw evidence from informational texts to support analysis reflection, and research.

There are more than 179 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/PreviewCourse/Preview/4171>

