



# M/J Chorus 3 (#1303020)

This document was generated on CPALMS - [www.cpalms.org](http://www.cpalms.org)

**Course Number:** 1303020

**Course Path:** **Section:** Grades PreK to 12 Education  
Courses > **Grade Group:** Grades 6 to 8 Education  
Courses > **Subject:** Music > **SubSubject:** Choral Music >

**Course Section:** Grades PreK to 12 Education Courses

**Abbreviated Title:** M/J CHORUS 3

**Course Length:** Year (Y)

**Course Level:** 2

**Course Status:** Course Approved

**Keywords:** 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 3, M/J Chorus 3, Chorus

**Grade Level(s):** 6, 7, 8

**Grade Level(s) Version:** 6,7,8

## VERSION DESCRIPTION

Students with previous choral experience build intermediate-level knowledge of vocal technique, musical literacy, ensemble skills, and related musical knowledge through rehearsal, performance, and study of a variety of high-quality 2-, 3-, and 4-part choral literature. 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:

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>	<div>Remarks/Examples: e.g., listening maps, active listening, checklists</div>
	Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.
<a href="#">MU.68.C.1.2:</a>	<div>Remarks/Examples: e.g., quality recordings, peer group and individual performances, composer notes, instrumentation, expressive elements, title</div>
	Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.
<a href="#">MU.68.C.2.1:</a>	<div>Remarks/Examples: e.g., intonation, balance, blend, phrasing, rhythm</div>
	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.
<a href="#">MU.68.C.2.2:</a>	<div>Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality</div>
<a href="#">MU.68.C.3.1:</a>	Apply specific criteria to evaluate why a musical work is an exemplar in a specific style or genre.
	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
<a href="#">MU.68.S.1.1:</a>	<div>Remarks/Examples: e.g., blues, rock</div>
<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>	<div>Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice</div>

	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
<a href="#">MU.68.S.2.2:</a>	Transfer performance techniques from familiar to unfamiliar pieces.
	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
	Demonstrate knowledge of major and minor tonalities through performance and composition.
<a href="#">MU.68.O.2.2:</a>	<b>Remarks/Examples:</b> e.g., scales; key signatures; relative major/minor; parallel major/minor
	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.1.2:</a>	Identify the works of representative composers within a specific style or time period.
<a href="#">MU.68.H.1.3:</a>	Describe how American music has been influenced by other cultures.
	Classify authentic stylistic features in music originating from various cultures.
<a href="#">MU.68.H.1.4:</a>	<b>Remarks/Examples:</b> e.g., rhythm, layered texture, key patterns, tonality, melodic line, quarter- or semi-tones, national folk melodies, improvisation, instrumentation, aural/oral traditions, drumming patterns
<a href="#">MU.68.H.2.1:</a>	Describe the influence of historical events and periods on music composition and performance.
	Analyze how technology has changed the way music is created, performed, acquired, and experienced.
<a href="#">MU.68.H.2.2:</a>	<b>Remarks/Examples:</b> e.g., from harpsichord to piano; from phonograph to CD
<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 several routes a composition or performance could travel from creator to consumer.
<a href="#">MU.68.F.2.1:</a>	<b>Remarks/Examples:</b> e.g., MIDI and other technology, production, sharing on the Internet, home studios, professional recording studios, sales
	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

	Describe how studying music can enhance citizenship, leadership, and global thinking.
<a href="#">MU.68.F.3.1:</a>	<div> <b>Remarks/Examples:</b>  e.g., dedication to mastering a task, problem-solving, self-discipline, dependability, ability to organize, cultural awareness, mutual respect </div>
<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.7.SL.1.2:</a>	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
<a href="#">LAFS.7.SL.1.3:</a>	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
<a href="#">LAFS.7.SL.2.4:</a>	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; 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 177 related instructional/educational resources available for this on CPALMS. Click on the following link to access them: <http://www.cpalms.org/PreviewCourse/Preview/4173>