



M/J Chorus 1 (#1303000)

This document was generated on CPALMS - www.cpalms.org

Course Number: 1303000	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 1
Course Status: Course Approved	Course Length: Year (Y)
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 1, M/J CHORUS 1, Chorus	Course Level: 2
Grade Level(s): 6, 7, 8	Grade Level(s) Version: 6,7,8

VERSION DESCRIPTION

Students with little or no choral experience develop beginning vocal technique and skills, critical and creative thinking skills, and an appreciation of music from around the world and through time. 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
DA.68.S.2.1:	Sustain focused attention, respect, and discipline during classes and performances. Develop strategies for listening to unfamiliar musical works.
MU.68.C.1.1:	Remarks/Examples: e.g., listening maps, active listening, checklists
MU.68.C.1.4:	Identify, aurally, a variety of vocal styles and ensembles. Remarks/Examples: e.g., chant, spiritual, folk, opera, world, jazz, pop, solo, duet, trio, quartet, small ensembles, choirs
MU.68.C.2.2:	Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal. Remarks/Examples: e.g., blend, balance, ensemble playing, sonority, technique, tone quality
MU.68.S.1.1:	Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions. Remarks/Examples: e.g., blues, rock
MU.68.S.1.3:	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.
MU.68.S.1.4:	Remarks/Examples: e.g., melodies using traditional classroom instruments and/or voice
MU.68.S.3.1:	Sing and/or play age-appropriate repertoire expressively. Remarks/Examples: e.g., technique, phrasing, dynamics, tone quality, blend, balance, intonation, kinesthetic support/response

	Demonstrate proper vocal or instrumental technique.
MU.68.S.3.2:	Remarks/Examples: e.g., posture, breathing, fingering, embouchure, bow technique, tuning, strumming
	Sight-read standard exercises and simple repertoire.
MU.68.S.3.3:	Remarks/Examples: e.g., note and rest values, key signatures, time signatures, expressive markings, special harmonic and/or notation symbols
MU.68.S.3.5:	Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.
	Compare performances of a musical work to identify artistic choices made by performers.
MU.68.O.1.1:	Remarks/Examples: 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.
MU.68.O.3.1:	Remarks/Examples: e.g., tempo markings, expression markings, articulation markings, phrasing, scales, modes, harmonic structure, timbre, rhythm, orchestration
MU.68.H.1.1:	Describe the functions of music from various cultures and time periods.
MU.68.H.2.3:	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.
MU.68.H.3.1:	Remarks/Examples: 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.
MU.68.H.3.2:	Remarks/Examples: e.g., theatre and dance, movies, sporting events, video games, commercial advertising, social gatherings, civic and religious ceremonies, plays
MU.68.F.3.2:	Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.
LAFS.6.SL.1.2:	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.
LAFS.6.SL.1.3:	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
LAFS.6.SL.2.4:	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.
LAFS.68.RST.2.4:	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.
LAFS.68.WHST.2.4:	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
LAFS.68.WHST.3.9:	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/4167>