Department: Music
Course Title: 8th Grade Choir
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Unit Title	Unit Length (weeks)	Dates of Unit (Month - Month)	Essential Questions	Topics to be Covered Texts Used	Skills to be Assessed	Standard Alignment	Formative Assessments	Summative Assessments
Intro/Refresh to Choir	4	August-September	-What is a "choir"? -Who are you and what do you value? -What is the difference between our talking voice and singing voice? -What does it mean to "match pitch"? -Why do we sing songs/make music? -How do I sing "well" and what does that mean?	-Simple Songs Packet -American Packet	-Accurate rhythms performed -Matching pitch -Cooperation/Participation -Steady beat/tempo -Basic rhythm performances	Reading and notating music. Listening to, analyzing, and describing music. Composing and arranging music within specified guidelines.	- Note name quizzes - Rhythm performance quizzes - Vocab quizzes - musictheory.net exercises	- Unit Test (notes/rhythms) - Song writing project - Vocabulary test
Singing Technique	8-12	Sept-Nov.	-How do I maintain good singing posture? -What is a "good breath"? What is my diaphragm and how does it help me sing? -What is "active listening" and how does it help my singing? -What is a "ha hoo" breath? -How do I maintain a steady stream of air? -What does it mean to "match pitch"? -What are the 5 primary vowels we practice when singing? -What is a consonant? (pitched vs. non-pitched) -What does it mean to sing "in tune" with others? -What are dynamics?	-Simple Songs Packet -American Packet	-Breathing technique -Posture (sitting and standing) -Vowels and Consonants -Vocalization (vocal range) -Active listening -Matching pitch -Matching vowels with others -Simple melody performance (solo and group) -Basic dynamics (p, mp, mf, f)	Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. Analyze the structure and context of varied musical works and their implications for performance. Develop personal interpretations that consider creators' intent.	Live feedback during class Peer review and reflection Simple song demonstrations	Singing technique assessment Simple song performance/recording Demonstration of dynamics
Concert Preparation	8-12	Nov.-Jan.	-What is a "concert" and why do we do them? -What makes a "good" choir concert? -How do we prepare for a concert? -What is "repertoire" and how do we select it? -How do I practice? On my own? In a group? -Can I identify important phrases of the music? -Is my pronunciation of lyrics clear? What do the lyrics mean? -Am I able to sing with dynamics and articulations? -How do I memorize music? -How do I react to the audience? How do I behave as an audience member? -In what ways do I contribute to the whole group for a concert?	Various concert repertoire -Winter themed -Folk songs -Gospel -Popular music -Music theatre -Carols -Multicultural	See above skills -Concert risers posture -Stage and audience etiquette -Memorization and performance -Professional and Musicianship	Reading and notating music. Listening to, analyzing, and describing music. Evaluate and refine selected musical ideas to create musical work that meets appropriate criteria. Analyze the structure and context of varied musical works and their implications for performance. Develop personal interpretations that consider creators' intent. Perform expressively, with appropriate interpretation and technical accuracy, and in a manner approp	Live feedback during class Concert reflection (verbal and written) Community feedback on concert	Written concert reflection Performance quizzes of repertoire Group assessments
Second half of year	16-20	Jan.-June	Repetition and reinforcement of previously noted E.Q. and skills	See above	See above	See above	See above	See above