



	Course Title Chorus 7 - 7th Grade	
	Unit Title Introduction to Choral Singing	Homework: 30 minutes per week
<p>Schedule: Class meets once a week for 90 minutes for one semester</p> <p>Breakdown: 50% - Lecture 40% - Group Work 10% - Independent Work</p>	<p>Primary Type of Knowledge: Techne</p> <p>Pedagogical Practices: Gazing (with our ears), Primary Sources</p>	<p>Pedagogical Principles on Display: A Givenness to the Universe - The innate structure that can be found within music, especially choral music, reflects the idea that there is a givenness to the universe. The principles of music (things like pitch, rhythm, and harmony) are not arbitrary but ordered. Rather than invent new principles, our task is to discover and align ourselves to these principles that already exist (Imitation over Innovation) (though this can certainly be done in unique and creative ways.</p>
	<p>Connected Learning Standards: Theory: The student will read and notate music, including:</p> <p>CH1.1 - Identifying, defining, and using basic standard notation for pitch, rhythm, meter, dynamics, and other elements of music</p> <p>Aural Skills: The student will demonstrate aural skills by: CH2.1 - Identifying diatonic intervals (M2, M3, P4, P5, and octave)</p> <p>Performance: The student will exhibit vocal techniques and choral skills, including: CH3.1 - Using proper posture for choral singing CH3.5 - Identifying vocal anatomy, including the functions of the diaphragm and soft palate in singing</p> <p>Expression: The student will sing expressively, including: CH6.2 - Interpreting dynamic markings (p, mp, mf, f, crescendo, decrescendo)</p> <p>Music History: The student will explore historical and cultural aspects of music by: CH7.1 - Identifying ways in which culture and technology influence choral music and vocal music styles CH7.3 - Identifying the relationship of choral music to the other fine arts and other fields of knowledge</p>	<p>Enduring Understandings and Biblical Integration:</p> <ol style="list-style-type: none"> 1. Believing God to be the Creator of life, we desire to explore the choral arts as an expression of God's glory through understanding of enduring and abstract truths and by actively participating in His creation 2. Music is full of order and good music follows a certain set of principles and a structure that is evidence that there is a givenness to the universe. 3. The voice is different from other instruments because it has no visible physical representation. Instead we use Solfege to help <p>Essential Questions:</p> <ol style="list-style-type: none"> 1. What is music, and how does our exploration and participation of it glorify God? 2. How does music provide evidence that there is a givenness to the universe? 3. How is the voice different from other instruments?
<p>Resources: <i>Sheet music, provided by teacher, changes yearly</i></p>	<p>The Cultivation of Virtue: For most of us, singing requires fortitude. To sing in front of your classmates can be terrifying. Remember, fortitude is the courage to face dangers in spite of our fears. You will have many opportunities to display fortitude throughout this class.</p> <p>Temperance is necessary when needing to stay silent between notes.</p> <p>The Ordering of Affections: It can be easy to think of chorus as an individual task, but it's important to remember that the pieces we are singing are in harmony. It is a group activity and our voices should all blend rather than dominate. In the hierarchy of loves, harmony and blending should fall above self-promotion.</p> <p>The Pursuit of the Transcendentals: You will sing pieces this year that you would not normally sing or choose. The hope is that you recognize the beauty in these pieces, especially the beauty that singing in harmony brings to a piece, in a way that you didn't before taking this class.</p>	
<p>Formative Assessments: Oral questioning and teacher's visual and aural assessment of student's progress in choral pieces and exercises.</p>	<p>Summative Assessments: Written quizzes of musical terminology, final Christmas performance</p>	<p>The Trivium on Display: 1. Students move from primarily singing notes (grammar school) to now making connections between how melodies and harmonies go together. Additionally, there is an innate amount of logic and reason in how music goes together</p>