

7th and 8th Grade Choir Curriculum

The following is a curriculum for young choir. At Waverly CUSD #6 our 7th grade students are beginners. Some Level 1 skills may have been gained during elementary school general music prior to starting choir in 7th grade. Additionally, some students may have prior experience singing in an ensemble or as a soloist. Due to this, students will begin choir with a variety of skill levels. This also means that there may be discrepancies of more than 1 level between various categories. This is common in young choirs.

Rhythm/Meter

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> Student will be able to define, identify, and count <i>whole notes, whole rests, half notes, half rests, quarter notes, and quarter rests.</i> Student will be able to define the 4/4 time signature.
2	<ul style="list-style-type: none"> Student will be able to define, identify, and count <i>eighth notes, eighth rests, and tied rhythms.</i> Student will be able to define the 2/4 time signature.
3	<ul style="list-style-type: none"> Student will be able to define, identify, and count <i>dotted half notes, and dotted quarter notes.</i> Student will be able to define the 3/4 time signature.
4	<ul style="list-style-type: none"> Student will be able to define, identify, and count simple <i>sixteenth note</i> rhythms. Student will be able to define the 2/2 time signature.
5	<ul style="list-style-type: none"> Student will be able to define, identify, and count simple <i>triplet</i> rhythms and easy <i>syncopated</i> rhythms. Student will be able to define the 6/8 time signature.

Key Signatures

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> Student will be able to sing in the concert Bb major key signature with all sharps or flats in the key written before notes.
2	<ul style="list-style-type: none"> Student will be able to identify the concert Bb major key signature and sing without sharps or flats in the key written before notes.
3	<ul style="list-style-type: none"> Student will be able to identify the concert Eb major key signature. Student will be able to identify the concert F major key signature.
4	<ul style="list-style-type: none"> Student will be able to identify the concert C major key signature.
5	<ul style="list-style-type: none"> Student will be able to identify the concert Ab major key signature. Student will be able to identify the concert G minor key signature.

Aural Skills

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> Student will be able to match a single note (pitch) through singing.
2	<ul style="list-style-type: none"> Student will be able to identify when they incorrectly sing a simple rhythm from level 1. Student will be able to identify when they sing a noticeable incorrect note (pitch). Student will be able to sing an easy melody with others and an accompanying instrument. Student will be able to sing a 5 note scale using <i>movable Do solfege</i> and <i>Curwen hand signs</i>.
3	<ul style="list-style-type: none"> Student will be able to identify when they incorrectly sing a rhythm from level 2. Student will be able to sing an easy melody acapella with others. Student will be able to sing a major scale in a comfortable octave for their voice using <i>movable Do solfege</i> and <i>Curwen hand signs</i>. Student will know that, in general, <i>major</i> sounds happy and <i>minor</i> sounds sad. Student will notice when they are not singing at the same tempo as most of the choir. Student will be able to sing in a simple 2 part round.
4	<ul style="list-style-type: none"> Student will be able to identify when they incorrectly sing a rhythm from level 3. Student will be able to sing an easy melody acapella by themselves. Student will be able to use <i>movable Do solfege</i> and <i>Curwen hand signs</i> on simple melodies. Student will begin to be able to identify <i>major vs minor</i> triads. Student will be able to sing in a simple 4 part round. Student will be able to sing simple 2 part harmony. Student will begin to listen for balance between parts.
5	<ul style="list-style-type: none"> Student will be able to identify when they incorrectly sing a rhythm from level 4. Student will be able to use <i>movable Do solfege</i> and <i>Curwen hand signs</i> while singing 2 part harmony. Student will begin to be able to identify and differentiate the sound of <i>major</i> and <i>minor</i> triads. Student will be able to sing in a more challenging 2 part round. Student will be able to sing more challenging 2 part harmony. Student will be more aware of balance between parts.

Tone

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> Student will be able to sing a comfortable note with proper tone production (no yelling, whispering, or speaking).
2	<ul style="list-style-type: none"> Student will be able to change <i>dynamics</i> without sacrificing proper tone production.
3	<ul style="list-style-type: none"> Student will be able to sing a siren throughout their range (including falsetto for boys whose voices are changing) without sacrificing proper tone production.
4	<ul style="list-style-type: none"> Student will begin to develop a more mature sound.
5	<ul style="list-style-type: none"> Student will continue to develop a more mature sound by being cognoscente of different registers of the voice as well as the soft palette of their mouth. Student will begin to develop vibrato.

Improvisation

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> • Student will have the knowledge to attempt a brief improvisation using one or two pitches, focusing on rhythmic ideas. • Student will be confident enough to sing something when it is their turn to solo.
2	<ul style="list-style-type: none"> • Student will be able to improvise using a small scale (i.e., a <i>pentatonic</i> scale). • Student will be more comfortable with improvisation than they were at level 1.
3	<ul style="list-style-type: none"> • Student will be able to demonstrate a greater breadth of rhythmic ideas (appropriate to level 2 rhythms). • Student will be able to use notes in a simple scale in different patterns (not just up and down the scale). • Student will be able to improvise for a longer period of time (such as one full chorus).
4	<ul style="list-style-type: none"> • Student will be able to demonstrate a variety of rhythmic ideas (appropriate to level 3 rhythms). • Student will begin to learn how to <i>swing</i>. • Student may begin to put <i>expression</i> into their improvisations.
5	<ul style="list-style-type: none"> • Student will be able to demonstrate a greater variety of rhythmic ideas (appropriate to level 4 rhythms). • Student will become more comfortable with <i>swing</i>. • Student will use multiple simple scales that adhere to simple <i>chord changes</i>. • Student will know basic <i>chord symbols</i> such as <i>major</i> and <i>minor</i>. • Student will attempt to put <i>expression</i> into their improvisations.

Dynamics/Expression

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> • Student will sing at a dynamic level that appropriate for making music in an ensemble (no belting or singing so quiet that no sound comes out).
2	<ul style="list-style-type: none"> • Student will be able to define the term <i>dynamics</i>. • Student will know and be able to demonstrate the terms <i>piano</i> and <i>forte</i>. • Student will be able to identify the symbols for <i>piano</i> and <i>forte</i>.
3	<ul style="list-style-type: none"> • Student will know and be able to demonstrate the terms <i>crescendo</i> and <i>diminuendo/decrescendo</i>. • Student will be able to identify the symbols for <i>crescendo</i> and <i>diminuendo/decrescendo</i>.
4	<ul style="list-style-type: none"> • Student will know and be able to demonstrate the terms <i>mezzo-forte</i> and <i>mezzo-piano</i>. • Student will be able to identify the symbols for <i>mezzo-forte</i> and <i>mezzo-piano</i>.
5	<ul style="list-style-type: none"> • Student will be able to sing their dynamics with the concept of simple balance in mind.

Articulations/Diction

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> • Student will annunciate words in a manner that is intelligible (no mumbling, mush mouth, or lack of consonants alla 90's rock vocalists).
2	<ul style="list-style-type: none"> • Student will be able to sing a note that has an <i>accent</i> or <i>staccato</i>. • Student will be able to explain/vocally demonstrate how an <i>accent</i> and <i>staccato</i> sounds. • Student will be able to identify the symbols for <i>accent</i> and <i>staccato</i>.
3	<ul style="list-style-type: none"> • Student will begin shape and modify vowels in a manner more appropriate for classical singing.
4	<ul style="list-style-type: none"> • Student will be able to sing a note that has a <i>marcato</i> (also known as a housetop accent). • Student will be able to explain/vocally demonstrate how a <i>marcato</i> sounds. • Student will be able to identify the symbols for <i>marcato</i>. • Student will be able to clearly annunciate ends of words while singing.
5	<ul style="list-style-type: none"> • Student will continue to learn ways to shape and modify vowels in a manner more appropriate for classical singing.

Literacy (not covered in other categories)

Level	Goal(s) for Student Differentiated by Level
1	<ul style="list-style-type: none"> • Student will be able to define and play the tempo markings <i>Andante</i> and <i>Moderato</i>. • Student will know where to find the <i>composer</i>, <i>title</i>, and <i>tempo/style</i> markings. • Student will be able to define and sing the term <i>repeat sign</i>. • Student will be able to identify the symbol for a <i>repeat sign</i>.
2	<ul style="list-style-type: none"> • Student will be able to define and sing the term <i>fermata</i>. • Student will be able to identify the symbol for <i>fermata</i>. • Student will be able to define and sing the term <i>first and second endings</i>. • Student will be able to identify the symbol for <i>first and second endings</i>.
3	<ul style="list-style-type: none"> • Student will be able to define and sing the tempo marking <i>Allegro</i> and <i>ritardano</i>. • Student will be able to define and play a <i>D.C. al Fine</i>.
4	<ul style="list-style-type: none"> • Student will be able to define and sing the tempo marking <i>Adagio</i>. • Student will be able to define the tempo marking <i>accelerando</i>. • Student will be able to define and sing simple expression modifiers such as <i>molto</i>, <i>poco</i>, and <i>subito</i>. • Student will be able to define and sing a <i>D.S. al Fine</i>.
5	<ul style="list-style-type: none"> • Student will be able to define and sing the tempo marking <i>Largo</i>. • Student will be able to define and sing simple expression markings such as <i>dolce</i>, <i>maestoso</i>, and <i>simili</i>. • Student will be able to define and sing the terms <i>solo</i> and <i>tutti</i>. • A wind player will be able to define and sing a <i>single measure repeat sign</i>. • Student will be able to define and sing a <i>D.S. al Coda</i>.