



6-8th Grade

Beginning Chorus GSE



CREATING

MSBC.CR.1 Generate and conceptualize musical ideas and works.

- a. Improvise rhythmic patterns in duple meter and melodic patterns in major tonality.
- b. Create basic rhythmic and melodic accompaniments to support other elements of musical performance (e.g. ostinato, bass lines).
- c. Create physical movements for warm-ups and repertoire to distinguish various musical ideas.
- d. Set short poetic phrases and texts to music.
- e. Compose 4 measure melodies in major tonality and duple meter within the range of a fifth, beginning, and ending on tonic.

MSBC.CR.2 Organize, develop, and revise musical ideas and works.

- a. Share improvised, composed, and/or arranged pieces.
- b. Refine improvised or composed pieces using teacher-created criteria.

PERFORMING

MSBC.PR.1 Analyze, interpret, and select musical works for presentation.

- a. Utilize a rhythmic and melodic system to read and sing music appropriate to ability.
- b. Identify basic music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate simple rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

MSBC.PR.2 Develop and refine musical techniques and works for presentation.

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify basic vocal anatomy.
- c. Identify aspects of vocal range and tone.
- d. Identify aspects of vocal change, as reflected in physiological changes affecting range and tone.
- e. Demonstrate pure vowel sounds and articulate voiced and unvoiced consonants.
- f. Utilize aural skills to match pitch, improve intonation, and sing with attention to ensemble balance and blend, in one or more vocal parts.

MSBC.PR.3 Convey meaning through the presentation of musical works.

- a. Demonstrate technical accuracy and expressive qualities in performance, of a varied repertoire of music.



- b. Demonstrate and respond to basic conducting patterns and gestures representing tempo, expression, and vocal technique.
- c. Sing selected music from memory for public performance at least twice per year.
- d. Exhibit appropriate rehearsal and performance etiquette.

Responding

MSBC.RE.1 Perceive, analyze, and interpret meaning in musical works.

- a. Identify and describe components of a musical score (e.g. title, composer, vocal line, measure, system).
- b. Listen to and describe the elements of a musical performance, including form, voicing, and dynamic contrast.
- c. Describe the emotions and thoughts that music conveys.
- d. Discuss how the basic elements of music, including mood, tempo, contrast, and repetition in selected examples (e.g. aural, written, performed), are important to a performance.

MSBC.RE.2 Apply criteria to evaluate musical works.

- a. Using self-reflection and peer feedback, listen to and evaluate group music performances with attention to vocal technique, accuracy of pitch and rhythm, diction, and dynamics.
- b. Reflect on the nature of rehearsal and performance in music through discussion and writing.

CONNECTING

MCBC.CN.1 Synthesize and relate knowledge and personal experiences to make music.

- a. Discuss how music relates to personal development and enjoyment of life.
- b. Describe how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.

MSBC.CN.2 Relate musical ideas and works with societal, cultural, and historical contexts to deepen understanding.

- a. Identify historical and cultural characteristics of a varied repertoire, including world music.
- b. Demonstrate stylistic characteristics of a varied repertoire, including world music, through vocal performance.
- c. Identify the historical period, composer, culture, and style of music presented in class.
- d. Discuss the relationships between the music being studied and world events, history, and culture.
- e. Discuss and apply appropriate audience etiquette and active listening in selected musical settings.