



6th-8th Grade

Intermediate Chorus GSE



CREATING

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

- a. Improvise rhythmic patterns in duple and triple meter, and melodic patterns in major and minor 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. Arrange and perform existing songs by making creative decisions regarding tempo and dynamics, and explain those creative decisions.
- e. Set short poetic phrases and texts to music.
- f. Compose four measure melodies in major and minor tonalities, duple and triple meters, within the range of a fifth, beginning, and ending on tonic.

MSIC.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- or student-created criteria.

PERFORMING

MSIC.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 and describe music vocabulary and symbols representing tempo, meter, dynamics, articulation, and phrasing.
- c. Notate rhythms and melodies from aural examples utilizing a dictation method.
- d. Read and notate music using available technology.

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

- a. Demonstrate appropriate singing posture and breathing techniques.
- b. Identify vocal anatomy.
- c. Identify aspects of vocal range and tone.
- d. Identify aspects of vocal changes, 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 two or more vocal parts.



- MSIC.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 representing a diversity of cultures and styles.
 - b. Demonstrate and respond to 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

- MSIC.RE.1** **Perceive, analyze, and interpret meaning in musical works.**
- a. Explain 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. Discuss 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.
- MSIC.RE.2** **Apply criteria to evaluate musical works.**
- a. Develop strategies to evaluate and improve 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

- MSIC.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. Discuss how a musician's interests, knowledge, and skills determine how they create, perform, and respond to music.
 - c. Demonstrate literacy skills through reading and discussing musical settings of varied literature.



MSIC.CN.2

Relate musical ideas and works with societal, cultural, and historical context to deepen understanding.

- a. Discuss historical and cultural characteristics of a varied repertoire including how it relates to other art disciplines.
- b. Describe and 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 relationship 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.
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