SAN LEANDRO UNIFIED SCHOOL DISTRICT: COURSE PROPOSAL

1. Course Title: Choir	**7. Action** New Course Middle School
2. Date Submitted: 3/20/15	**8. Grade Level** 6, 7, & 8
3. Transcript Title/Abbreviation(s) Choir	**9. Prerequisites** (Please list.) Required NONE Recommended NONE
4. Transcript Course Code/Course Number :	**10. Seeking Program Distinction? NO** Honors AP
5. Subject Area: Music	**11. Is this a CTE course? NO**
6. Department VAPA	**12. Previously approved by UC? NO** Year approved Year removed
13. UC ELIGIBILITY **Already eligible? NO** **Proposing eligibility? NO** Middle School Course a b c d e f g Please mark one for approved eligibility or proposed eligibility.	**14. Unit Value/Course Credit/Length of Course** **1.0 (one year equivalent)**

15. School Contact:
Name: Bancroft, John Muir Middle school
Phone: Middle School
Email:
Position:

16. Signatures:
Department Chair: Janet Becker
Principal: Ida Clement
Site Leadership/Curriculum Committee Chair: _____
Other: _____

DISTRICT OFFICE USE ONLY
Date approved by Curriculum Council

Date approved by Board

17. Course Description

Choir provides an opportunity for all entry level students to receive basic training in vocal techniques, musicianship, and performance skills. Topics to be studied include proper vocal technique, melody, rhythm, music fundamentals, sight singing, active listening, and performance practices.

18. Course Goals and/or Major Student Outcomes

Communication

The study of choral music promotes communication on three levels. First, we teach the language of musicians (notes, rhythms and dynamics) by learning to read music. This enables us to reproduce or interpret the musical creations of composers across the centuries. This also makes us part of the world-wide collegium of active choral musicians. Second, we study and interpret the poetry and emotion of song lyrics, whether in English or foreign languages. These lyrics convey the depth of human emotion as they relate to daily life, religion, love and aspirations of many cultures. Finally, we teach the language of the expressiveness of music itself. This is a form of communication which transcends borders of spoken languages and can enable students to experience moments of exaltation unlike any other.

Personal Responsibility

Every single singer is important to a choral music performance. Every Choir member must know his or her individual part and must strive to perform it to the best of their ability. The balance and blend, the pitch and the harmony are all dependent upon every singer giving his or her best.

Social Responsibility

Responsibility to the group starts with each section – Soprano, Alto, Baritone. Each member of the section contributes to the whole, and the members are interdependent. Beyond the section is responsibility to Choir as a whole. We function as members of a safe community with rules, norms, operating procedures, and respect for diversity. Attendance and active participation on a daily basis by every singer is critical for the success of Choir. Every singer must attend and perform in scheduled concerts. Commitment to participate in all performances and outside rehearsals is a good beginning and preparation for commitment to civic organizations, employment demands, church activities or family loyalties.

Critical Thinking

Critical thinking and problem solving are daily activities in rehearsal. We work with a variety of learning styles, personalities, abilities and preferences. We learn to sing parts, improve our voices, pronounce foreign languages, blend our voices and follow the director. We make connections and find relationships in our study of the music. We support our opinions and conclusions with credible evidence.

19. Course Objectives

A. VAPA Standard 1.0 Artistic Perception: Students will read, listen to, analyze, and describe music and other aural information using the terminology of music.
   a. Link to Common Core:
      i. CCSS.ELA-Literacy.RST.6-8.3 - When sight reading music, students will follow precisely a multistep procedure.
      ii. CCSS.ELA-Literacy.RST.6-8.4 - Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a musical context relevant to *grades 6-8 texts and topics*.
      iii. CCSS.ELA-Literacy.RST.6-8.10 - By the end of grade 8, read and comprehend music literature in the grades 6-8 text complexity band independently and proficiently.
   b. Link to 21st Century Learning Skills:
      i. Reflect critically on learning experiences and processes

B. VAPA Standard 2.0 Creative Expression: Students will apply vocal music skills in performing a varied repertoire of music. They will sing a repertoire of literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation. Students will sing music written in three parts with and without accompaniment.
   a. Link to 21st Century Learning Skills:
      ii. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
      iii. Develop, implement and communicate new ideas to others effectively
      iv. Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
      v. Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
      vi. View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

C. VAPA Standard 3.0 Historical and Cultural Context
   Students will analyze the role of music in past and present cultures throughout the world, noting cultural diversity as it relates to music, musicians, and composers. They will perform music from various cultures and time periods.
D. VAPA Standard 4.0 Aesthetic Valuing
   Students will critically assess and derive meaning from works of music and the performance of musicians in a cultural context according to the elements of music, aesthetic qualities, and human responses.

a. Link to Common Core:
    i. CCSS.ELA-Literacy.RST.6-8.1 - Cite specific textual evidence to support musical analysis.
    ii. CCSS.ELA-Literacy.RST.6-8.5 - Analyze the structure a composer uses to organize a text or music, including how the major sections contribute to the whole and to an understanding of the topic.
b. Link to 21st Century Learning Skills:
    i. Identify and ask significant questions that clarify various points of view and lead to better solutions

E. VAPA Standard 5.0 Connections, Relationships, Applications
Students will apply what they learn in music across subject areas. They develop competencies and creative skills in problem solving, communication, and management of time and resources that contribute to lifelong learning and career skills. They will also learn about careers in and related to music.

a. Link to 21st Century Learning Skills:
    ii. Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
    iii. Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
    iv. Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
    v. Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
    vi. Communicate effectively in diverse environments (including multi-lingual)
    vii. Demonstrate ability to work effectively and respectfully with diverse teams
    viii. Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
    ix. Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

20. Course Outline

A. Development of the student's singing voice

1. Daily warm--up exercises
    a. Ability to perform and know the patterns
    b. Understand and explain the purpose of the exercise – how it helps to strengthen the voice
    c. Active, enthusiastic, daily effort – participation
2. Rehearsing the choral literature
    a. Learning individual voice parts
    b. Combining with other parts – singing in harmony
    c. Listening actively

d. Active, enthusiastic, daily effort – participation

B. Development of musical skills
1. Sight reading
a. Identification of note names – pitch
b. Recognition of note and rest values – rhythm
c. Active, enthusiastic, daily effort – participation
2. Ear training
a. Recognition of pitch direction – higher or lower
b. Identification of all intervals within the octave using 1st pitches of familiar songs, (e.g. Here Comes The Bride = Perfect 4th)
c. Recognizing major and minor chords
d. Active, enthusiastic, daily effort – participation

C. Learning to sing a variety of musical styles
1. Singing art music from different historical musical periods
2. Singing popular music of the 21st century
3. Working on pronunciation of English and foreign language texts

21. Instructional Materials:

Board approved required text

None

Supplementary materials

Sight Singing Methods, Choral Octavos - sheet music
The choral literature studied will change every year.

22. Key Assignments

Our work in class is directed toward performing in major concerts, preparing for district festivals, and participating in small performances for audiences in the community (schools, senior citizens, parent groups). These key assignments will address the needs of diverse learners and support students learning 21st century competencies.

23. Instructional Methods and/or Strategies

A. Teacher directed rehearsal with entire class
B. Sectional rehearsal
C. Internet research on composers and historical context
D. Listening to performances by guest performers (other schools, college choirs)
E. Participating in clinics by guest conductors
F. Listening to recordings of high school choirs, college choirs or professional singers

G. Engaging in self assessments of individual singing, sectional singing, and singing by the whole choir
H. Participating meaningfully in academic discussion protocols around musical terminology and performance

24. Assessment Methods and/or Tools

A. Singing tests, in flexible groupings, after direct instruction and daily practice
B. Quizzes or tests on composers, intervals, theory, text derivations, etc.
C. Rehearsal and concert attendance
D. Class participation
E. Self assessment

25. Grading Policy

Choir is unlike most academic classes in that students are expected to make the major contribution to the success of the group. The Conductor gives guidance and leadership, but choir members produce the product. Therefore, grades in choir will depend a great deal on the student's attitude and cooperation, enthusiasm and interest, general conduct and behavior, attendance, and ability to follow directions.

The following areas will be considered when determining student grades:

A. Attendance
B. Participation
C. Classwork
D. Homework
E. Testing
F. Performances

SECTION C

26. Context for Course (optional)

There is a need for a fully articulated, cohesive vocal music program for all students of San Leandro, TK through 12th grade. Right now, Choir is not offered at the Middle Schools. Choir as a site by site, or year to year, option does not work for the middle school students who really want to sing. There is a need in the Middle Schools to offer Choir as Choir is offered in the 9th-12th grades. It is very difficult for students to not have options in the middle school years in Choir if they have the desire to continue in high school.

27. History of Course Development (optional)