# Newport Public Schools
## Curriculum Framework

**Subject:** Chorus  
**Grade Level:** 6

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| **Standard #1 – Singing, alone and with others, a varied repertoire of music** | Students will:  
• Sing alone and in ensembles with technical accuracy and appropriate expression.  
• Sing music of diverse genres and cultures with expression appropriate to the music being performed  
• Sing in two and three parts.  
• Sing textbook and octavo music. | Students will meet as an ensemble at least three times in a 6-day cycle for no less than 50 minutes per meeting. During these lessons students will:  
• learn a repertoire of music representing various cultures and genres using several texts and methods  
• develop ensemble skills (follow conductor’s cues, follow dynamics for balance and blend within the ensemble, develop rhythmic precision, develop intonation within an ensemble, form and style appropriate repertoire, historical and stylistic concepts)  
• Interview a professional singer regarding career preparation | Student skills and knowledge will be assessed through the following:  
• Journal/log of progress.  
• Listen to students sing independently.  
• Develop vocal skills checklist.  
• Performances, concerts, recitals, workshops, festivals, etc.  
• Teacher observation  
• Student classroom performances  
• Student Self-Evaluation Forms  
• Recordings of student performances  
• Student progress reports |

Students will practice at home at least 3 hours per week to develop technical skills.

Strategies for instruction will include:  
• Performing a varied repertoire representing diverse cultures and genres with a difficulty level of 1-2 on a level of 1-6.  
• Teacher demonstration  
• Instrumental methods books  
• Peer demonstration  
• Software programs and web sites  
• Public performances  
• Participation in workshops, festivals, exchanges, etc.  
• Attend performances of best practitioners.
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<td><strong>Standard #3 – Improvising melodies, variations and accompaniments</strong></td>
<td>Improvise vocal embellishments and simple melodic variations on given pentatonic melodies</td>
<td>Students will: • improvise variations on a familiar pentatonic melody in a major key. The variations should be based upon melodic embellishments or variations of the original melody • improvise variations on a familiar pentatonic melody in a major key. The variations should be based upon rhythmic embellishments or variations of the original melody • improvise a vocal pattern using a neutral syllable over a recorded rhythmic background</td>
<td>Students will demonstrate the following through teacher directed performances of various improvisation exercises and games: • Create answers to simple phrases • Improvise a vocal pattern using a pentatonic scale • Create a variation on a familiar theme. • improvise using a neutral syllable over a rhythmic accompaniment The above will be assessed through the following: • Teacher observation of student improvisations • Recordings of student performances • Student self-evaluation</td>
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<td>Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent, style, meter and tonality</td>
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| Standard #4 – Composing and arranging music within specified guidelines | Notate compositions correctly and perform for others. Compose a melody and identify whether the ending gives a feeling of rest or unrest. Create, notate, and perform a melody using the pentatonic scale. Arrange and perform a given melody with traditional and nontraditional instruments and vocal sounds. | Students will:  
- Working in small groups, create and perform compositions.  
- Identify traditional and nontraditional vocal sounds  
- Create and notate sound sources.  
- Listen to examples of music using the pentatonic scale and create melodies.  
- Listen to music examples that demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance.  
- Create introductions and endings to familiar songs | Assessments will be through:  
- Performances and discussions of student compositions  
- Recordings of student performances  
- Teacher observation Rubric based student/teacher evaluations of student compositions and arrangements |

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- Working in small groups, create and perform compositions.
- Identify traditional and nontraditional vocal sounds
- Create and notate sound sources.
- Listen to examples of music using the pentatonic scale and create melodies.
- Listen to music examples that demonstrate how the elements of music are used to achieve unity and variety, tension and release, and balance.
- Create introductions and endings to familiar songs

Students will achieve the above through:
- Teacher demonstration
- Rote instruction
- Group interaction
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| **Standard #5 – Reading and notating music**  | Use symbols and music vocabulary.  
Identify and define standard notational symbols for pitch, rhythms, articulation, and dynamics.  
Read notational symbols for singing and playing  
Students will:  
• Read whole, half, dotted half, quarter, eighth, sixteenth notes and rests in duple, triple, compound and odd meters  
• Utilize standard music notation to read and interpret accurately repertoire with a difficulty of 1-2 on a scale of 1 to 6.  
• Recognize and accurately interpret symbols and terms referring to tempo, dynamics, and articulation  
• Use standard symbols to notate meter, rhythm, pitch, and dynamics in simple patterns presented by the teacher. | Students will use a method book to develop skills of reading and writing music.  
Students will notate short songs and musical ideas using standard notation.  
Students will interpret written music from method books and standard repertoire at a level of difficulty of 1-2 on a scale of 1-6.  
Students will achieve the above through:  
• Teacher demonstration  
• Rote instruction  
• Instructional methods books  
• Performance of published repertoire representing diverse genres and cultures with a level of difficulty of 2 on a scale of 1 to 6  
• Transcription of simple teacher and student generated melodies  
• Students will compose and notate simple melodies using standard notation. | Students will:  
• Accurately recognize and identify symbols, for pitch, rhythm, dynamics, tempo, articulation and expression.  
• Accurately read whole, dotted half, half, quarter, eighth notes and equivalent rests, in duple and triple meter, in the range of one octave.  
• Accurately notate simple melodies using standard notation.  
• Accurately demonstrate reading skills using a counting system using subdivision.  
• Explore computer programs and web pages designed to assist reading and notating music.  
Assessments:  
• Teacher observation/evaluation of student interpretation of written music  
• Students accurately recognize, define, and demonstrate an understanding of the terms and symbols used in written music through performance of written music  
• Student transcriptions and compositions  
• Student performances |
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<td><strong>Standard #6 - Listening to, analyzing and describing music</strong></td>
<td>Demonstrate perceptual skills by moving, answering questions about, and describing aural examples of music of various styles representing diverse cultures outside the United States.  &lt;br&gt;Use appropriate terminology to describe performances and vocal and instrumental music.  &lt;br&gt;Develop an awareness of representative composers, performers, and musical styles.  &lt;br&gt;Create a deeper understanding of musical styles, expression and interpretation.</td>
<td>Students will:  &lt;br&gt;- view performances of a wide variety of music representing various genres, styles and cultures  &lt;br&gt;- Invite guest artists for performance and discussion  &lt;br&gt;- perform for assembly programs and concerts  &lt;br&gt;- attend workshops, clinics, exchange concerts and participate in festivals  &lt;br&gt;- create videotapes and audiotapes of student performances for student self-assessment</td>
<td>• Develop a list of criteria for evaluating music performances.  &lt;br&gt;• Use appropriate musical terminology.  &lt;br&gt;• Recognize musical examples of various individuals and diverse cultures.  &lt;br&gt;• Listen to and perform a variety of musical styles.  &lt;br&gt;• Attend concerts that reflect a variety of genres.  &lt;br&gt;• Identify aurally examples of musical forms including: ABA, AABA (song form), rondo and oratorio  &lt;br&gt;To demonstrate the above:  &lt;br&gt;- Using video or audio media, students should self-evaluate a performance of their section, the ensemble, and self.  &lt;br&gt;- Student should identify strategies for improvement.  &lt;br&gt;- Research criteria for performance models.  &lt;br&gt;- Review live and taped performances using a checklist for ensemble performance evaluation.</td>
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<td>Standard #7 - Evaluating music and music performances</td>
<td>Evaluate performances of others using musical terminology. Identify criteria related to melody, harmony, and expression. Students attend performances of professional ensembles. Develop list of evaluative criteria. By the end of Grade 6, a student should be able to do the following: • recognize the melodic and rhythmic accuracy of performance of self and others. • review and select appropriate terminology for describing music. • explore and develop criteria for evaluating performances and compositions. • express ideas about the various types of music. • recognize characteristics of music of diverse cultures. • demonstrate an awareness of performance accuracy in self and others.</td>
<td>Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality. Students will view videotapes and live performances representing excellent examples of music performance. Students will attend and participate in concerts, recitals, workshops and festivals. Students will discuss performances of concerts they have attended or performed in.</td>
<td>STUDENT WORK Identify personal strengths and weaknesses in performance. Listen to school ensemble and develop strategies for improvement. Apply list of evaluative criteria to their own performances and performances of school and professional ensembles. CLASSROOM ASSESSMENTS Review of concert performance, rehearsal, followed by discussion, Journal, log TEACHER EVALUATION After viewing a performance students will create a checklist of criteria indicating elements of a good and poor performance. After viewing a videotape of a recent student concert, students will: • discuss and create criteria for evaluating performances • create a rubric for assessing performances • use the above rubric for assessing performances Students will discuss performances by guest artists using above criteria. The above will be assessed through: • teacher observation • student devised rubrics • rubric based assessments</td>
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<td>Standard # 8 - Understanding relationships between music, the other arts and disciplines outside the arts</td>
<td>Survey and list musical works involved in social change. Relate musical examples to the historical and cultural contexts in which they were created. Review and select appropriate terminology for describing music.</td>
<td>Students will attend or participate in a variety of musical performances including instrumental concerts, vocal concerts, and ethnic performances of excellent quality. Students will sample representative examples of art, literature and dance, noting similarities and differences between them. Identify examples of the uses of characteristic materials of music and the visual arts in the portrayal of common themes in a choral piece, musical and/or painting depicting cultural or historical events Identify explain the use of text painting in a choral piece</td>
<td>Through guided discussions, students will describe criteria and themes which cross between the arts and other disciplines. After listening to a programmatic piece, students will discuss elements which may be interpreted musically and non-musically Students will participate in interdisciplinary projects which establish relationships between music, other arts and disciplines outside of the arts Discuss use of music in various multimedia productions (musicals, plays, movies, etc.) The above will be assessed through: • Review of concert performance, rehearsal, followed by discussion • Student discussion • Journal, log • Teacher observation and evaluation</td>
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<td><strong>Standard # 9 - Understanding music as it relates to history and culture</strong></td>
<td>Perform music of diverse cultures and genres.</td>
<td>Perform a varied repertoire representing various cultures historical periods</td>
<td><strong>CLASSROOM ASSESSMENTS</strong></td>
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<td>Understand the musical similarities and differences of various cultures.</td>
<td>Compare the role of musicians in several cultures.</td>
<td>Discussion of cultural similarities and differences in music from various cultures</td>
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<td>Identify aural examples of music from various historical periods and cultures.</td>
<td>Compare vocal styles of today with those of two hundred years ago.</td>
<td>Create student projects demonstrating connections between musical styles.</td>
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<td>Describe in simple terms how elements of music are used in music examples from various cultures.</td>
<td>Use the internet to discover role of music in other cultures.</td>
<td>Student compositions and performances reflecting cultures of interest.</td>
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<td>Identify and describe the role of music in daily experiences.</td>
<td>Students will participate in group activities to illustrate similarities and differences in music from various cultures</td>
<td>Perform a varied repertoire of music reflecting music of different cultures and stylistic periods</td>
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<td>Develop an awareness of representative composers, performers, and musical styles.</td>
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