

HOPATCONG BOROUGH SCHOOLS

CHORUS

GRADES 6, 7, 8

SEPTEMBER 1998

**MUSIC
COURSE OF STUDY
GRADES 5-8
CHORUS - GRADES 6,7,8
1998**

CORE CURRICULUM CONTENT STANDARDS

1.1 All students will acquire knowledge and skills that increase aesthetic awareness in dance, music, theater and visual arts.

Descriptive Statement: The arts strengthen our appreciation of the world as well as our ability to be creative and inventive decision-makers. The acquisition of knowledge and skills that contribute to aesthetic awareness of dance, music, theater, and the visual arts enhances these abilities.

Progress Indicator #1:

Students will communicate their responses to dance, music, theater, and visual arts with supporting statements based on aesthetics.

Activities:

Suggested activities may include, but are not limited to the following:

Listen to comparative works of choral literature to those being sung by the chorus.

Workplace Readiness:

Thinking Skills:

- | | | |
|------------------|---------------|---------------|
| 1. Understanding | 4. Analyzing | 7. Evaluating |
| 2. Interpreting | 5. Creating | |
| 3. Deciding | 6. Performing | |

Intra and Inter Disciplinary and Standards Links:

Language Arts
Linguistics

Progress Indicator #2:

Students will understand that arts elements, such as color, line, rhythm, space, form, may be combined selectively to elicit a specific aesthetic response.

Progress Indicator #3:

Students will communicate about the aesthetic qualities of art works through oral and written analysis using appropriate technical and evaluative terms.

1.2 All students will refine perceptual, physical and technical skills through creating dance, music, theater and/or visual arts.

Descriptive Statement: Through an education in the arts, students enhance their perceptual, physical, and technical skills and learn that pertinent techniques and technologies apply to the successful completion of tasks. The development of sensory acuity (perceptual skills) enables students to perceive and acknowledge various viewpoints. Appropriate physical movements, dexterity, and rhythm pertain to such activities as brush strokes in painting, dance movement, fingering of musical instruments, etc.

Progress Indicator #1:

Students will demonstrate performance and participation skills by working and creating individually and with others.

Activities:

Suggested activities may include, but are not limited to, the following:

1. Breathing exercises
2. Posture exercises
3. Warm-up exercises
4. Correct vocal production

Workplace Readiness:

Thinking Skills:

1. Analyze
2. Evaluate
3. Apply
4. Interpret

Intra and Inter Disciplinary and Standards Links:

Read
Comprehend

Progress Indicator #2:

Students will demonstrate technical skills in dance, music, theater, or visual arts, appropriate to students' developmental level.

Progress Indicator #3:

Students will create, produce, or perform works of dance, music, theater, or visual arts, individually and with others.

1.3 All students will utilize arts elements and arts media to produce artistic products and performances.

Descriptive Statement: In order to understand the arts, students must discover the common elements and properties of dance, music, theater, and visual arts. These arts elements, such as color, line, form, rhythm, space, timing, movement, mood, etc., are the ingredients from which works of art are made.

Progress Indicator #1:

Students will apply elements and media common to the arts to produce a work of art.

Activities:

Suggested activities may include, but are not limited to the following:

1. Choral rehearsals
2. Analyze musical elements of piece

Workplace Readiness:

Thinking Skills:

1. Apply
2. Create
3. Evaluate
4. Risk-taking

Intra and Inter Disciplinary and Standards Links:

Language Arts

Progress Indicator #2:

Students will demonstrate appropriate use of technology, tools, terminology, techniques, and media in the creation of dance, music, theater, or visual arts.

1.4 All students will demonstrate knowledge of the process of critique.

Descriptive Statement: Art criticism assists in the development of critical thinking skills of observation, description, analysis, interpretation, and evaluation. Students engage in and evaluate multisensory learning experiences as both participants and observers. The process of critique helps students to develop a sense of aesthetics and leads to artistic and personal growth.

Progress Indicator #1:

Students will explain the criteria by which they evaluate the quality of their work and the work of others.

Activities:

Suggested activities may include, but are not limited to the following:

In listening, students assess their work during rehearsal and after a performance

Workplace Readiness:

Thinking Skills:

1. Analyze
2. Synthesize
3. Evaluate

Intra and Inter Disciplinary and Standards Links:

Language Arts

Progress Indicator #2:

Students will offer constructive critique in the evaluation of their own and others' work in dance, music, theater, or visual arts.

1.5 All students will identify the various historical, social, and cultural influences and traditions which have generated artistic accomplishments throughout the ages, and which continue to shape contemporary arts.

Descriptive Statement: The history of the world is told through the arts. By being able to identify historical, social, and cultural influences related to the arts, students will have a better and more complete understanding of humankind past, present, and future and of the arts as forms of human expression.

Progress Indicator #1:

Students will investigate, experience and participate in dance, music, theater, and visual arts activities representing various historical periods and world cultures.

Activities:

Suggested activities may include, but are not limited to, the following:

Discussion of pieces of music chosen for a concert

Workplace Readiness:

Thinking Skills:

1. Comprehend
2. Synthesize
3. Apply
4. Use linguistics

Intra and Inter Disciplinary and Standards Links:

Language Arts
History
Music

Progress Indicator #2:

Students will investigate and experience the works of artists and community cultural resources through exhibitions and performances.

Progress Indicator #3:

Students will apply knowledge of historical, social, and cultural influences to understanding a work of art.

Progress Indicator #4:

Students will use their senses, imagination, and memory to express ideas and feelings in dance, music, theater and visual arts.

Progress Indicator #5:

Students will identify significant artists and artistic works in dance, music, theater, and visual arts representing various historical periods, world cultures, and social and political influences.

Progress Indicator #6:

Students will understand and demonstrate a knowledge of how various artists and cultural resources preserve our cultural heritage and influence contemporary arts.

Progress Indicator #7:

Students will interpret the meaning(s) expressed in works of dance, music, theater, and visual arts.

1.6 All students will develop design skills for planning the form and function of space, structures, objects, sound, and events.

Descriptive Statement: The development of knowledge and skills in design produces the power to create or to enhance the economy and the quality of life. All inventions, everything made by human hands, require design skills: fabric and clothing, landscapes and interiors, residential and corporate architecture, product and package design, video and print graphics. Neighborhood and city planning can be aesthetically improved with skills in the design of space and form. Staging is essential to the planning of successful events, whether personal, business or community. Elements of design affect nearly all aspects of daily living.

Progress Indicator #1:

Students will identify and state needs and opportunities for design in the contexts of home, school, recreation, and play.