

Middle School 2 - Choir

TEKS Strand	Expectations
Foundations: Music Literacy	Students demonstrate timbres through the extended ranges of their voices. Warm-up exercises that use melodic, harmonic, and rhythmic passages relevant to longer compositions can isolate problematic passages, address single concepts, and/or allow students to concentrate on certain basic elements. Approaching problems from more than one perspective helps clarify knowledge and skills. Students might create their own warm-ups to address a single section or section part.
Creative Expression	Students work with scales and arpeggios, melodic and rhythmic patterns, expansion of range, meter signatures and keys. Musical compositions have fewer sections composed of block rhythms, while parts begin to move in two and sometimes three distinct ways. Students demonstrate melodic independence, and solo lines and accompaniment lines become evident. Choral music incorporates altered tones in selections of both major and minor tonalities.
Historical and Cultural Relevance	Students sing music representing a variety of historical periods and cultures. Many selections incorporate the styles of past composers, and students practice identifying the attributes of composers' styles. Classes perform pieces written in particular styles by contemporary composers and arrangements intended for young groups. Students seek out community members who pursue musical activities vocationally and avocationally. Realizing that there is a place for musicians beyond the classroom helps establish role models for aspiring musicians.
Critical Evaluation and Response	Assisting students in identifying basic music concepts increases their independence, helps them establish evaluation criteria, and develops their musical insight. Student interest and focus are heightened when corrections made in one area of learning are related to other areas.
<p>Example:</p> <p>As part of a unit on American spirituals and gospel music, Todd Barnes introduces his choir students to a number of traditional songs. Students explore the relationship between history and music, and they evaluate selections based on the evaluation criteria they have established as a class.</p> <p>Mr. Barnes plays Vera Hall Ward's "Travelin' Shoes" and asks his students to listen for words that have more than one note sung (melismas or slides). As a class, they discuss the differences between each repetition of the chorus.</p> <p>Following this first listening, Mr. Barnes passes out copies of the lyrics to "Travelin' Shoes". Students sing along on the chorus, imitating the vocal embellishments.</p> <p>The class discusses how meaning is expressed in spirituals and identifies possible hidden meanings of desire for freedom.</p> <p>In conjunction with this lesson, Mr. Barnes conducts a class on gospel music in a similar fashion. After learning about gospel music, the class evaluates the differences and similarities between gospels and spirituals.</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	