

Music, Middle School 1 - Choir

TEKS Strand	Expectations
Foundations: Music Literacy	Students read music in the treble clef and identify characteristic timbres. Literature is usually limited to the use of quarter, half, whole, 8th, and 16th notes, corresponding rests, and dotted quarter and dotted half notes. Students sing a major scale and recognize melodic and rhythmic patterns. They understand altered tones and the significance of key and meter signatures.
Creative Expression	Students refine vocal production skills, vowel formation, singing, and breath support. They perform literature selections that enhance their sight-reading and sight-singing skills. They increase awareness of diction and accuracy when singing a song in a language other than English. They sing two- and three-part material and work with melodic patterns and sequences derived from scales.
Historical and Cultural Relevance	Classes study the historical and cultural contexts of their listening and performance selections. Students learn the origins of traditional materials, their time frames and composers, and listen to exemplary models.
Critical Evaluation and Response	Establishing criteria for self-reflection enables students to practice productively outside of class. Including students in the process of developing criteria helps build self-directed learning. Evaluation of personal and group work reinforces voice technique. Developing and demonstrating daily acceptable rehearsal etiquette is part of being in a choir.
<p>Example:</p> <p>After his first year of teaching middle school choir, Keith Heron is in the process of revising his instructional strategies. One of his main priorities is to find an effective way to assess what his students are learning. In his first year of teaching, the effort to plan for classes and assign grades made assessment of individual student growth seem impossible. Over the summer, Keith asked several other choir teachers to share with him their ideas on assessment. Susan Tiller, who teaches sixth-grade choir in South Texas, had this advice:</p> <p>"The key to assessment in choir is to embed it in daily instruction—not to think of it as something apart from the learning experience. Provide opportunities for individuals to demonstrate their growth and use efficient ways of documenting them. Each student could begin developing a singing portfolio in which terminology, proper posture, phonation, note reading, and other basic elements of musicianship are assessed by the student, teacher, and other class members. Part singing and interpretation can be assessed with more advanced students."</p>	
<p><u>Differentiation Strategies for Students with Special Needs</u></p>	