

Essential Standards and Course Descriptions

Grade 5 Choir

Hortonville Middle School | Greenville Middle School

The following document has been created with our parents in mind. The purpose is to communicate with parents related to the 'essential standards' being taught for every subject and in every grade level. Included is also a brief course description written by a collaborative team of teachers representing both middle schools. As a school district, we believe very strongly that although we have two unique middle schools, both schools must ensure a guaranteed and viable curriculum. What this means is that the same 'essential' learning being taught at HMS will also be taught at GMS to ensure that EVERY student, regardless of enrollment, will be prepared to enter Hortonville High School having learned prioritized academic and behavioral expectations.

What is an 'essential standard'? Every school district adopts academic standards for every area of study. The Hortonville Area School District is no different. Unfortunately, not all standards are created equal. This means that some standards have been predetermined by the teaching faculty as most critical or 'essential' for students to learn and demonstrate before moving on to the next grade level. These standards are assessed and reported out to parents on progress reports (formerly called report cards). We sometimes call these our 'must know' standards. This is not to say that all other standards, or 'nice to know standards', are not covered, but they may not be covered to the same level as our 'essential standards'.



Below you will find a listing of courses taught at the 5th grade level in the Hortonville Area School District. Included will also be a brief course description and the 'essential standards' assessed. If you should ever have any questions, we strongly encourage parents to contact our faculty members early and often.

Subject: 5th Grade Choir

Course Description: The 5th grade choir curriculum introduces and strengthens the basics of choral singing in a large group setting. Singers learn choral rehearsal techniques and performance skills, how to integrate solfege for pitch accuracy and interval identification, and how to sing as a choir in both unison and two parts. Singers learn individual basic rhythmic and melodic reading skills, how to read choral octavos, and healthy vocal production and breathing skills. Singers perform on both the winter and spring concerts.

Essential Standards Assessed:

MUSIC PERFORMANCE

A: SINGING

Content Standard

Students in Wisconsin will sing, alone and with others, a varied repertoire of music.

Rationale:

Singing is a basic means of musical expression in all cultures. Learning proper use of the voice in singing and speaking from an early age is vital for effective communication. Students' ability to use the voice effectively in singing opens the door to personal fulfillment and expression as well as to valuable activities in the school and community.

A.8.5

Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles

E.8.6

Use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six*

MUSIC LITERACY

E: READING AND NOTATING

Content Standard

Students in Wisconsin will read and notate music.

Rationale:

Much like letters and words in a novel or a poem, music notation represents another language or symbolic system of communication. Unlike the written or spoken word, music and music notation transcend the boundaries of countries and cultures. Reading and notating music gives the students access to a vast body of contemporary and historical music literature, as well as to a unique mode of personal expression.

E.8.6

Use a system (syllables, numbers, or letters) to sight-read simple melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six*

*In music education, musical pieces are rated on a scale of difficulty from one to six.

E.8.7

Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

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Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression

D.8.4

Compose short pieces within specified guidelines, demonstrating the use of the elements of music

MUSIC CREATIVITY

D: COMPOSITION

Content Standard

Students in Wisconsin will compose and arrange music.

Rationale:

Composing and arranging music is an important creative activity and a means of personal expression. The performance of one's own musical work is a source of great satisfaction as well as an important way of sharing musical inspiration with others. These creative activities are possible at any age, depending upon a person's level of music skills and knowledge.

D.8.4

Compose short pieces within specified guidelines, demonstrating the use of the elements of music

Other Topics Covered:

- Concert Etiquette as both a performer and audience member.