

## General Information

7<sup>th</sup> grade students are required to take band or vocal music. They are encouraged to take both. Study hall is offered opposite music classes.

All music is optional to 8<sup>th</sup> grade students.

Band and vocal are offered the same period. Band meets days 1,3,5 and vocal meets days 2,4,6.

## Vocal Music Format

Vocal students are divided into two choirs – male and female.

The first trimester music is performed separately. In the second trimester transition is made to mixed choir music but rehearsals continue to be held separately. In the third trimester literature choices are based upon student ability and progress.

Vocal students receive group lessons as frequently as the schedule allows – typically once every 8 days. Lessons are graded based upon attendance, effort and progress.

## Junior High Performances

Required/graded performances include an “in-house” performance in October, December concert, February concert and May concert.

Optional activities include: Opus auditions in the fall  
An “Extra Effort Choir” in November/December  
Show Choir in April/May  
NE ICDA Honor Choir in the spring

Musicals are presented every other year opposite the high school musical.

7-8 grade  
Vocal Music  
(Chorus)

DNH CSD

Dike-New Hartford School offers a wide variety of choral activities in addition to the large group choral experience. Students develop and practice character counts traits including citizenship, trustworthiness, responsibility, respect, caring and fairness.

The main goal is to give students the skills to continue to create music and enjoy music for a life time.

Dike-New Hartford CSD

330 Main St., Dike, IA 50624

<http://www.dnhcsd.org>

## **Choral/Vocal Performance**

Students work to improve singing and performance abilities as an individual and within large and small groups.

Focus is on

- proper singing technique such as posture, breath and free tone
- singing in tune
- pronunciation of words
- accompanied and unaccompanied singing
- performing music in different styles and languages
- responding to the conductor and sensitivity of the music
- sing alone, in small groups and in large groups
- performing music by memory
- students interpret poetry and composer's intentions accurately
- progress in expectations and difficulty to meet, challenge and improve students' abilities and experiences

## **Read music notation**

- Students understand and sing notes in relationship to each other (pitch)
- Students identify rhythm patterns and be able to perform texts in given rhythms
- Progress is made in expectations and difficulty to meet, challenge and improve students' abilities and experiences

## **Creating and Improvising Music**

- Students are able to create a simple melody
- Students are able to understand a 12 bar blues progression and improvise a simple melody
- Students are able to correctly write a short melody

## **Appreciate and evaluate music performances**

- Students recognize quality performances and be able to describe using music terminology
- Students are able to evaluate their own performance and how it relates to the entire sound of the ensemble
- Students are able to interpret the conductors gestures and apply them to performance
- Students are able to recognize musical elements such as phrasing, intonation, and expression

## **Understand and Apply Musical Concepts**

- Students are able to sing music from the printed page
- Students are able to describe and discuss music performances (their own and outside examples) using musical terms
- Students are able to perform music with appropriate expression and emotion
- Students understand key signatures, tonality and tempo (speed of music)

## **Understand the relationship of music in history and in relationship to other subjects**

- Students are able to identify and perform music in a variety of styles
- Students can compare and contrast music in different styles and from different time periods
- Students are able to perform music from different time periods, styles, and cultures authentically
- Students can discuss the historical and cultural background of the pieces they are performing

Students can relate and apply their own experiences to communicate through their performance