

Vocal Music Department Philosophy Statement

The Waukee Vocal Music Program provides instruction and opportunities for students to collaborate with peers, develop age appropriate vocal technique, and build music literacy skills through music inclusive of different historical periods and cultures. It is the goal of the Vocal Music Department to provide students with a comprehensive education full of performance experiences that promote life-long singing and appreciation.

6th Grade Choir Description

Enrollment is open to all Waukee 6th grade students. Students will participate in a choral ensemble in which they will be learning techniques appropriate for the middle level learner. Students will have the opportunity to sing a variety of choral literature during the school year, and will be involved in two formal performances in which they will celebrate their skills and talents with the community. Students enrolled in curricular 6th grade choir are eligible to participate in additional co-curricular activities outside of the school day, such as honor choir(s) which are available to 6th graders through an audition process.

Students will...

- Perform expressive **qualities** of music
- Perform with technical accuracy
- Demonstrate appropriate physical technique while singing
- Use sight-reading skills to perform accurate rhythmic and pitch notations
- Write using standard notation
- Demonstrate an understanding of the mutual impact of music, culture, and history
- Evaluate and critique musical performances

8th Grade Choir Course Components

- 1) Daily Warm-Ups
- 2) Daily Sight-Reading Skill Development
- 3) Rehearsal Repertoire
- 4) Listening and Response Exercises
- 5) Concert Performances and Reflections
- 6) Standard Notation Exercises

Waukee CSD 6-7 Guiding Principles

- Differentiation of instruction is necessary in order for students to grow and progress
- Behavior:
 - Is not considered part of academics and is not to be considered part of the proficiency level assessment
 - Is to be reported in a separate progress report
- Extra credit will not be given
 - High-level work should be used to differentiate for students who show secure proficiency
 - This should not simply be more work, but work at a level beyond the secure expectation
 - This can be used as evidence that the student meets the "exceeds" level for a specific proficiency indicator
- Ongoing assessment (retakes, revisions, alternative assessments, etc...)
 - Students will be given multiple opportunities to demonstrate proficiency following additional instruction
 - Ongoing assessments may be given in a format different from the original

WCSD Vocal Music Curriculum

6th Grade Choir Overview



- o The time frame of on-going assessments will be determined by the team and individual teachers based on student progress
- Determining proficiency:
 - o Teachers will consider multiple data points based on assessments
 - o Teachers will provide evidence to support the proficiency indicator
 - o Teachers will consider the most recent data to determine indicator of student progress
- Independent practice:
 - o Independent practice must be meaningful, purposeful, of high quality and aligned to specific benchmarks and objectives
 - o Multiple opportunities to practice should be provided prior to reporting a Proficiency Indicator.
- Incomplete work:
 - o Students are expected to complete all required work
 - o Work that is not submitted will be recorded as insufficient data (ID)
 - o Teachers must give students an opportunity to complete the work