

8th Grade Chorus Syllabus

Amherst Middle School

2021 - 2022

Instructor Information:

Mr. Christopher Badgett

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Course Description: The standards for Middle School Choral Music, Beginning Level enables students to obtain musical knowledge and skills in the choral setting. Students begin to develop choral skills, including singing in unison and two-part harmony, with emphasis on vocal production and technique. They learn to read, write, and notate music using basic music theory concepts and perform music from a variety of music styles, composers, cultural influences, and historical periods. Students identify the steps of a creative process and apply emerging music skills to create and notate original work. Students examine career options in music and identify the relationship of choral music to other fine arts. Opportunities are provided for students to participate in local and district music events as appropriate to the level, ability, and interest.

Required Resources: Students are expected to bring the following materials to class:

- Pencil
- School provided Chromebook
- 1 pack of white multipurpose copy paper or colored/multicolored copy paper
- Clear face shield for singing

If you are able to provide:

- Tissues
- Hand sanitizer
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Course Objectives:

- Develop an understanding of music through musical experiences including singing, performing, composing, listening, and responding to music with movement.
- Develop the ability to read and notate music.
- Create works of music that transcribe thoughts and emotions into forms of musical expression.
- Exercise critical-thinking skills by investigating and analyzing all facets of music discipline.
- Demonstrate understanding of the relationship of music to history and culture.
- Make connections between music and other fields of knowledge
- Demonstrate the ability to apply aesthetic criteria for making musical decisions.
- Nurture a lifelong appreciation for music as an integral component of an educated, cultured society.

Course Outline (Subject to Change)

	Music History	Sight Singing	Music Literacy
Week 1	Piano	<p>Level 1 - Lesson 1: Introduction to Pitch and Rhythm</p> <p>Level 1 - Lesson 2: The Sounds of Major and Minor</p>	
Week 2	Guitar Voice	<p>Level 1 - Lesson 3: Start Training Your Ears</p> <p>Level 1 - Lesson 4: Review and More Tones</p>	<p>Unit 1</p> <p><i>The Staff, Notes, and Pitches</i> <i>Treble Clef and Bass Clef</i> <i>The Grand Staff and Ledger Lines</i> <i>Ledger Lines (Low and High)</i></p>
Week 3	Instruments of the World Native American Traditional Music	<p>Level 1 - Lesson 5: Let the Rhythm Begin!</p> <p>Level 1 - Lesson 6: Putting it Together</p> <p>Level 1 - Lesson 6: Practice</p>	<p>Unit 2</p> <p><i>Note Values</i> <i>Measure, Bar Line, and Double Bar</i> <i>4/4 Time Signature and Note Values</i> <i>Whole, Half, and Quarter Rests</i></p>
Week 4	<p>Latin American Traditional Music (Mexico, Caribbean, and Central America)</p> <p>Latin American Music (South America)</p>	<p>Level 1 - Lesson 7: Introducing the Staff</p> <p>Level 1 Sight Singing Practice 1</p> <p>Level 1 Sight Singing Practice 2</p>	<p>Unit 3</p> <p><i>2/4 Time Signature</i> <i>3/4 Time Signature</i> <i>Dotted Half Note</i> <i>Ties and Slurs</i></p>

Week 5	Classical Music Jazz Music	Level 1 Sight Singing Practice 3 Level 1 Sight Singing Practice 4	Unit 4 <i>Repeat Sign, First and Second Ending Eighth Notes Eighth Note Rest Dotted Quarter Note</i>
Week 6	Birth of Rock-and-roll Evolution of Rock-and-roll	Chorus Karate White Belt Do to Sol	Unit 5 <i>Dynamic Signs Tempo Marks Articulation D.C., D.S., Coda</i>
Week 7	Country Music Pop Music	Chorus Karate Yellow Singing Seconds and Rests	Unit 6 <i>Flats Sharps Naturals Whole Steps, Half Steps, and Enharmonic Notes</i>
Week 8	Musicals Careers In Music Part 1	Chorus Karate Green Singing Fourths and Minor	
Week 9	Careers in Music Part 2	Chorus Karate Blue Singing Fifths and Dynamics	

Classroom Procedures and Routines

		Procedures / Routines				
		Start of Class	Independent Work	Group Work	Music Rehearsal	End of Class
I x p e c t a t i o n s	Be Respectful	Be on time with all materials for class. Take your assigned seat and begin copying daily questions.	Work quietly and efficiently	Work quietly and efficiently. Use your inside voice when talking. Speak kindly to others. Raise your hand to speak.	Appreciate new music when it is given to you. Use all materials properly. Use your proper singing voice. Raise your hand to speak.	Wait to be released. Put away all music folders and other materials. Organize chairs and tables, sweep when needed. Walk and leave quietly.
	Be Responsible	Listen, take notes, and ask questions. Bring all materials to class. Use the bathroom before class.	Ask for help when you need it. Complete your own work.	Contribute your time, talents, and knowledge with your group.	Have music in order and ready to sing. Learn and practice your own music.	Be sure you have your own materials and all class materials are put away. Help others around you clean the classroom.
	Be Resilient	Focus on your work and give your best.	Understand your personal strengths and weaknesses. Submit honest hard work.	Include everyone in the completion of the project. Be creative and think outside the box! Be encouraging!	Create positive relationships with each other. Be encouraging!	Provide honest self-reflection on your performances in and out of class. Leave three friends from class a note in their positivity mailbox.

Google Classroom:

All assignments and activities will be uploaded into Google Classroom. New assignments will be released weekly on Monday mornings.

Assessment Criteria:

Mastery of Content	60%
Measure of Progress	40%

Class Rules:

- **Make good choices. Do the right thing!**
- **Use good manners. Be nice and respectful!**
- **Speak and sing when the teacher allows it.**
- **Involve yourself in all activities.**
- **Care for music room equipment.**

Positive Consequences:

1. A great learning environment for everyone.
2. Positive home communication.
3. Incentive activities.

Negative Consequences:

1. Warning
2. Lunch detention and call home.
3. Written referral to the office.

8th Grade Chorus

Please complete and sign below indicating that you have read the course syllabus for 8th Grade Chorus. This page only is due back to Mr. Badgett.

Keep the course syllabus for future reference.

Parent/Guardian Name (print)

Student Name (print)

Parent/Guardian Signature

Student Signature

Please indicate the best way to get in touch with you: Phone and/or email.

Phone

and/or

Parent Email Address

*** Please return this form directly to Mr. Badgett (not your Homeroom teacher) ***

**General Media Release
8th Grade Chorus
Amherst Middle School**

To: Principal of Amherst Middle School

Re: _____ (Student's Name)

The purpose of this form is to seek permission for your student to be recorded, filmed, photographed, audiotaped, and/or videotaped your student's name, likeness, spoken words, student work, performance and movement, and learning experiences in any form (hereinafter collectively referred to as "Works"), and to display, publish, distribute or exhibit these Works or any part thereof, in all manner and media, for the purpose of and in connection with any material that may be created by Amherst Middle School and/or Amherst County Public Schools.

Amherst County Public Schools will not release personal student information to the media. Personal information includes; but not limited to address, telephone number, medical history, academic records, and discipline records.

I _____ **GIVE/** _____ **DO NOT GIVE** my permission for my student to be recorded, filmed, photographed, audiotaped, and/or videotaped by the media and/or school staff while participating in a school-sponsored event. This permission includes media and achievement recognition of my student by name, age, and grade level.

Parent/Guardian Signature

Date

*** Please return this form directly to Mr. Badgett (not your Homeroom teacher) ***