

Vocal Music

Grades 4, 5 & 6



Teacher: Caroline Cameron (EMSB)

Required Materials

- 1) Black one-inch rigid binder with choral music sheets (and other handouts for learning activities throughout the year ex: *Solfège booklet*, *Musical Appreciation Journal*)
- 2) Agenda
- 3) Pencil and eraser
- 4) Highlighter
- 5) Water bottle

Key Features of Essential Knowledge of the Three Musical Competencies

✓ To interpret musical pieces

- To become familiar with the musical content of the piece(s) (musical language, structure and graphic representation of pitch, duration, intensity and form)
- To apply elements of technique (posture and body alignment, sound production, developing vocal agility and tone quality: breathing and diaphragm control, phonation and resonators, articulation and mouth opening, sound production, intonation, pronunciation, breathing, diaphragm control).
- To bring out the expressive elements of the piece
- To apply the rules for group ensemble work
- To share his/her interpretation experience

✓ To invent instrumental pieces

- To use ideas inspired by a stimulus for creation
- To use sound sources (vocal) and elements of musical language and technique
- To organize the elements the student has chosen
- To finalize a production
- To share the student's creative ideas

✓ To appreciate musical works

- To examine a musical work or excerpt for elements of content
- To examine a musical work or excerpt for socio-cultural references
- To make connections between what the student has felt and examined
- To make a critical or aesthetic judgment
- To share their appreciation experience

Evaluation

Competencies to perform and to create: 70%

Competency to appreciate: 30%

Competency to perform: terms 1, 2 and 3

Competency to create: terms 2 and 3

Competency to appreciate: terms 2 and 3

The report card mark is based on the following criteria:

- In class observations.
- Voice evaluations; students must be ready to be evaluated at any time on material learned in class: choral works, sight singing, interval recognition, etc.
- In class learning and evaluation situations (LES): Work in musical appreciation of choral works and vocal repertoire of different styles and eras.
- Musical creation LES
- Written work (ex: *Musical Appreciation Journal*)
- Active participation in class

Communication to Students and Parents

- Regular communication with students using the Choir Google Classroom
- Communication with parents:
 - 1) Informally at any time using the agenda, phone calls or email (ccameron@emsb.qc.ca)
 - 2) Formally with parents using the report cards and at the scheduled times throughout the year
 - 3) During parent-teacher interviews).

Routines

- Regular practice at home in view of the concerts (Winter and Spring concerts) and to reinforce what has been learned in class.
- 15 minutes of daily practice (reviewing and memorizing the repertoire) is required, as music is a skill built over time with regular and consistent practice.
- *Choir Google Class* to support home practice and review and for communications about the class.