

## Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, Destination 2025.

### By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must collectively work to provide our students with high-quality, College and Career Ready standards-aligned instruction. Designed with the teacher in mind, the Performing Arts Education Curriculum Maps focus on teaching and learning correspond to the 2018 Tennessee Department of Education Revised Standards for Arts Education.

A high quality arts education is essential to the social, emotional, and intellectual growth of every student. Therefore, SCS will provide a broad range of innovative, inspiring, and relevant arts education offerings so all students learn to express their unique voice and shape a thriving Memphis/Shelby County community. Shelby County Schools will foster collaboration, creativity, and self-expression through equitable, high quality, and sequential K-12 arts experiences, empowering all young people to strive for artistic and scholastic excellence. This map presents a framework for organizing instruction around the TN State Standards so that every student meets or exceeds requirements for college and career readiness. The standards define what to teach at specific grade levels, and the SCS Arts Education curriculum maps provide guidelines and research-based approaches for implementing instruction to ensure students achieve their highest potentials.

The SCS Arts Education curriculum maps are designed to create artistically/musically literate students by engaging them both individually and collaboratively in creative practices of envisioning, investigating, constructing, and reflecting. To achieve these goals the curriculum maps were developed by expert arts teachers to reflect the conceptual framework of the four artistic processes: perform, create, respond, and connect.

## How to Use the Arts Education Curriculum Maps

The SCS Arts Education curriculum maps are designed to help teachers make effective decisions about what content to teach and how to teach it so that, ultimately, our students can reach Destination 2025. Across all arts disciplines, this is generally reflected in the following quarterly framework:

Knowledge and Skills- This column reflects the anchor standards and essential tasks associated with grade level mastery of each discipline.

Activities and Outcomes- Generally phrased similar to “I Can” statements, this portion identifies the specific performance indicators that are expected for students at a given time within the quarters/semester.

Assessments- This section of the quarterly maps focuses on the formative and summative methods of gauging student mastery of the student performance indicators listed in the activities/outcomes section.

Resources And Interdisciplinary Connections- In this column, teachers will find rich bodies of instructional resources/materials/links to help students efficiently and effectively learn the content. Additionally, there are significant resources to engage alignment with the Comprehensive Literacy Improvement Plan (CLIP) that are designed to strengthen authentic development of aural/visual literacy in the arts content areas as well as support larger district goals for improvement in literacy.

Throughout this curriculum map, you will see high-quality works of art/music literature that students should be experiencing deeply, as well as some resources and tasks to support you in ensuring that students are able to reach the demands of the standards in your classroom. In addition to the resources embedded in the map, there are some high-leverage resources available for teacher use.

**Course Title:** Choir

**Grade Level(s):** 6-12

**Purpose:**

The purpose of all music courses in the Shelby County Schools is to develop comprehensive musicianship, in partnership with other core disciplines, with a focus of musical literacy. We believe all students have tremendous potential to learn and enjoy music. While research shows that music helps students develop higher-order skills and increase desire to learn, our driving goal is to empower students to use their minds more creatively by inspiring them to broaden their experiences and enrich their lives.

The 6<sup>th</sup> – 12<sup>th</sup> grade choir program allows students transfer prior knowledge and skills to explore and develop their musicianship through performances that are standard to the concert choir. All MCS vocal music teachers are members of the National Association of Music Education, the Tennessee Music Educators Association, and the West Tennessee Vocal Music Educators Association.

All 6<sup>th</sup>-12<sup>th</sup> choir classes are elective curricular courses that meet during the school day, every day throughout the course of the school year. For grading purposes, all music students are required to exhibit their musical knowledge through public performances and participation in district approved individual and large group assessment festivals.

### **Grade Specific Benchmarks:**

SR. Choir I-IV

**Elective Course. Prerequisites- MS Choir or curricular equivalent (by audition)**

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QUARTER 1

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
<p><b>PERFORM</b>  <b>Foundation P1</b>  <b>Select, analyze, and interpret artistic work for presentation.</b>                      HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.                      HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.                      HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.</p> <p>HS2.VM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.                      HS2.VM.P1.B Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.                      HS2.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.</p> <p>HS3.and HS4 VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.                      HS3.and HS4 VM.P1.B. Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.                      HS3.and HS4 VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.</p> <p><b>Foundation P2</b>  <b>Develop and refine artistic techniques and work for presentation.</b>                      HS1. -HS4 VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.                      HS1. -HS4 VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breath management</li> <li>• Tone production with freedom, resonance, and control</li> <li>• Pitch matching, pitch accuracy, and intonation</li> <li>• Balance and blend</li> <li>• Sense of ensemble</li> </ul>			

HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Range development
- Diction, pronunciation, vowel formation, and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

HS1. -HS4 VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

### Foundation P3

#### Convey and express meaning through the performance of artistic work.

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

HS2.VM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

HS3.and HS4 VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

<p>Tone Production Posture</p>	<p>Sit with proper body alignment:</p> <ul style="list-style-type: none"> <li>• Back away from chair</li> <li>• Both feet flat on floor</li> <li>• Chest held high</li> </ul> <p>Stand with proper body alignment:</p> <ul style="list-style-type: none"> <li>• Feet shoulder-width apart</li> <li>• Knees slightly bent--not locked</li> </ul> <p>One foot slightly forward</p>	<p>Embedded Assessment</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
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# SCS Instructional Map

# HS Choir I-IV

	<p>Use proper initiation and denouement of each phrase</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>in order to build knowledge or to <b>compare</b> the approaches the authors take.  <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Tone Production Diction</p>	<p>Identify and effectively use of articulators for proper diction</p> <p>Use uniform vowel placement, including diphthongs</p> <p>Indicate basic knowledge of IPA or other system for proper vowel/consonant placement in languages</p>	<p>Formative, Structured Experience</p>	<p>Interdisciplinary connections: Foreign Language: Origins of vocabulary and terminology in the discipline</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.4</a> Determine or <b>clarify</b> the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.  <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Expression Dynamics</p>	<p>Express pp through ff</p> <p>Sing Baroque terraced dynamics</p>	<p>Formative, Structured Product</p>	<p>Approved Vocal Music Literature Experiencing Choral Music: Teacher Resource Kit</p>

# SCS Instructional Map

# HS Choir I-IV

	Conveying composers intent through dynamic use		<a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a> Make strategic use of digital media and visual <b>displays of data</b> to express information and <b>enhance</b> understanding of presentations. <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Expression Tempo	Use of tempo to perform with proper style  Development of rubato, accelerando, ritardando  Tempo restraints for various music periods, Renaissance through 20th Century	Performance Event	Memphis Symphony Integrated Unit of Study: Cultural Kaleidoscope  <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Expression Text Painting and Word Syllable Stress			Pathways of Song (LaForge/Earhart) Pub. Warner Brothers



# SCS Instructional Map

# HS Choir I-IV

			<a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.
Expression Phraseology	Shape a musical phrase  Discriminate between musical and non-musical phrase  Execute proper articulations consistent with grade 5 literature to grade 6 literature	Performance Event	Approved Vocal Music Literature  <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the <b>line</b> of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
Literacy Pitch Notation	Notate melodic and rhythmic dictation in simple and compound meters  Sight read assigned voice part in vocal score  Notate lines and spaces of treble and bass clef, including ledger lines  Basic notation of keyboard	WTVMEA Small Group Performance Rubric  Formative, Structured Experience	Interdisciplinary Connections: Mathematics: Note and rest values as fractions of a whole  Mathematics: Frequency ratios in the overtone series  Mathematics: Sine wave properties and behavior

# SCS Instructional Map

# HS Choir I-IV

			<p>Mathematics: Calculation of interval size</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>
<p>Literacy Sight-Singing and Ear-training</p>	<p>Define, recognize, and sing major, minor, perfect intervals</p> <p>Sight reading in three to four vocal parts</p> <p>Sing choral music interpreting terms, signs, and symbols aligned with student performance levels with at least 70% accuracy.</p>	<p>On-Demand Performance</p> <p>Selected Response (matching, multiple choice, T/F)</p>	<p>Approved Vocal Music Literature</p> <p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p>
<p>Literacy Use of Music Terminology</p>	<p>Interpret terminology in assigned literature</p> <p>Use appropriate terminology and vocabulary to describe music and performances</p>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p>	<p>Memphis Symphony Integrated Unit of Study "Sound Opinions"</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a></p>

# SCS Instructional Map

# HS Choir I-IV

			<p>Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.4</a></p> <p>Determine or <b>clarify</b> the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>Literacy</p> <p>Time Signatures</p>	<p>Sing or play using various time signatures</p> <p>Conduct using duple, triple quadruple and mixed meters with gestures</p> <p>Read Top and bottom number signatures</p>	<p>Self-Assessment</p> <p>Peer Assessment</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.5</a></p> <p>Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) <b>relate</b> to each other and the whole.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a></p> <p><b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Literacy</p>	<p>Chant, sing, or play rhythms using whole, half, quarter, eighth, sixteenth notes and rests, dotted half-quarter,</p>	<p>Self-Assessment</p>	<p>Approved Vocal Music Literature</p>

# SCS Instructional Map

# HS Choir I-IV

<p>Rhythm</p>	<p>dotted quarter-eighth, dotted eighth-sixteenth, combinations</p> <p>Demonstrate duration of notes and rests in changing meter</p> <p>Choose and perform rhythmic patterns with appropriate instrumental timbres (including body percussions) and appropriate rhythmic ostinati for different styles and genres.</p>	<p>Peer Assessment</p>	<p>Resource- The Singing Road (Ward) Pub. Carl Fischer</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Performance Literature</p> <ul style="list-style-type: none"> <li>• Southwest Tennessee Honor Choir Music</li> <li>• Literature in Four or More Parts</li> <li>• Grade 4 or Higher Literature (Scale 1-5)</li> </ul>	<p>Demonstrate expressive style and technical accuracy appropriate to the genre and historical period of the music being performed ,and apply age-appropriate vocal production techniques throughout vocal range in multiple style periods, genres, and languages.</p> <ul style="list-style-type: none"> <li>• Sing a vocal part with the difficulty level of 3 with 70% accuracy.</li> <li>• Sing a vocal part with the difficulty level of 4 with 70% accuracy.</li> <li>• Sing a vocal part with the difficulty level of 4-5 with 70% accuracy.</li> </ul> <p>Sing a vocal part with the difficulty level of 5-6 with 70% accuracy.</p>	<p>WTVMEA All West Audition Performance Rubric and large ensemble rubric (festival)</p>	<p>Music Technology via Pocketrak Audio Recording</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a>          Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>

<p><b>CREATE</b>  <b>Foundation Cr1</b>  <b>Generate and conceptualize artistic ideas and work</b>            HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.            HS2.VM.Cr1.A Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.            HS3.and HS4 VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.</p> <p><b>Foundation Cr2</b>  <b>Organize and develop artistic ideas and work.</b>            HS1.and HS2 VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.            HS1.and HS2 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.            HS3.and HS4 VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.            HS3.and HS4 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.</p> <p><b>Foundation Cr3</b>  <b>Refine and complete artistic work.</b>            HS1.and HS2 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.            HS1.and HS2 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.            HS3.and HS4 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.            HS3.and HS4 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.</p>			
Arrange, Compose and Improve	Improvise melodic and rhythmic patterns in response to aural prompts.  Use of technology to develop useful vocal exercises.  Use multimedia applications in creating original music.	Portfolio Performance Event	Music Technology via Sibelius Notation Software  Experiencing Choral Music: Teacher Resource Kit

# SCS Instructional Map

# HS Choir I-IV

	Vocal improvisation in various keys and model Create vocal harmony to a given melody		Resource- MENC: Getting Started with Vocal Improvisation (Madura)  <a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a> <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Notate	Upon hearing, notate rhythmic patterns in simple and compound meters  Upon hearing, identify melodic intervals of M2 through P8  Recognize upon sight, treble, bass clef line, space notes, ledger notes up to B above, F below the treble staff, F above and F below the bass staff	Audio/video recording Projects	Music Technology via Sibelius Notation Software  <a href="#">CCSS.ELA-Literacy.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

## RESPOND

### Foundation R1

#### Perceive and analyze artistic work.

HS1.VM.R1.A Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.

HS2.and HS3 VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS2.and HS3 VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.

HS4.VM.R1.A Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

## Foundation R2

### Interpret intent and meaning in artistic work.

HS1.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

HS3.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

HS4.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

## Foundation R3

### Apply criteria to evaluate artistic work.

HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

<p>Listen and Evaluate</p>	<p>Compare and contrast diverse choral types (ex. Baroque vs. 20th century tone).</p> <p>Compare and contrast tone quality among genres (ex. gospel tone vs. traditional choral).</p> <p>Recognize use of form as a compositional device to bring about unity and contrast.</p> <p>Discuss the manipulation of the elements of music to convey composers intent.</p> <p>Create a listening journal exhibiting a variety of musical styles and genres aligned with student performance levels to identify, list and describe the use of musical elements in</p>	<p>Projects</p> <p>Oral critique</p> <p>Critical Listening as Evidenced via Written Reflection</p>	<p>Resource- Teaching Music in the Urban Classroom (Campbell) GIA Publication</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a> <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p>
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	<p>recorded literature.</p> <p>Analyze and describe recorded examples of selected American, European and world culture music (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and/or comparing it to music being sung.</p>		
<p><b>CONNECT</b>  <b>Foundation Cn1</b>  <b>Synthesize and relate knowledge and personal experiences to artistic endeavors.</b>                  HS1.-HS4 VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Foundation Cn2</b>  <b>Relate artistic ideas and works with societal, cultural, and historical context.</b>                  HS1.-HS4 VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>			
<p>Relate and Apply</p>	<p>Classify aurally presented music by genre, style, and historical period.</p> <p>Compare/contrast use of music in various cultures and time periods.</p> <p>Identify music vocations and avocations in the Memphis community.</p> <p>Demonstrate proper performance and audience etiquette.                  Design/apply criteria for informed evaluation about quality and effectiveness of choral performances.</p> <p>Investigate the relationship of music to other fine arts and</p>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p> <p>Field Trips/Group Events</p> <p>Portfolio</p>	<p>Connexions Website for integration:  <a href="http://cnx.org/">http://cnx.org/</a></p> <p>Smart Music Interactive Software</p> <p>Solo/Ensemble Material</p> <p>Interdisciplinary connections:</p> <p>Social Studies: Music in the quadrivium of ancient Western academic philosophy                  Social Studies: Western vs. Eastern music traditions</p>



	disciplines outside the arts.		<p>Social Studies: Classical vs. popular/folk styles</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.9</a>              Analyze how two or more texts address similar themes or topics in order to build knowledge or to <b>compare</b> the approaches the authors take.</p>
	QUARTER 2		

Knowledge and Skills	Activities/Outcomes	Assessments	Resources
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**PERFORM**  
**Foundation P1**  
**Select, analyze, and interpret artistic work for presentation.**  
 HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.  
 HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.  
 HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

HS2.VM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.  
 HS2.VM.P1.B Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.  
 HS2.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill

to connect with the audience.

HS3.and HS4 VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS3.and HS4 VM.P1.B. Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.

HS3.and HS4 VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

### Foundation P2

#### Develop and refine artistic techniques and work for presentation.

HS1. -HS4 VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.

HS1. -HS4 VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance, and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Range development
- Diction, pronunciation, vowel formation, and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

HS1. -HS4 VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

### Foundation P3

#### Convey and express meaning through the performance of artistic work.

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

HS2.VM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

# SCS Instructional Map

# HS Choir I-IV

HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

HS3.and HS4 VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

<p>Tone Production Posture</p>	<p>Continue to sit and stand with posture</p>	<p>Embedded Assessments Posture rubrics Self/Peer assessments</p>	<p>Experiencing Choral Music: Teacher Resource Kit  <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Tone Production Phonation and Resonation</p>	<p>Identify, discuss and demonstrate proper use of lungs:</p> <ul style="list-style-type: none"> <li>● deep, low breathing</li> <li>● filling lower lobes of lungs with air</li> </ul> <p>Identify, discuss, and demonstrate proper use of diaphragm:</p> <ul style="list-style-type: none"> <li>● distended upon inhale</li> <li>● relaxed, lifted on exhale</li> <li>● constriction against lungs for breath support</li> </ul> <p>Identify, discuss, and demonstrate proper use of larynx:</p> <ul style="list-style-type: none"> <li>● low larynx</li> <li>● tone generator</li> </ul>	<p>Teacher observation On-demand demonstrations</p>	<p>Experiencing Choral Music: Teacher Resource Kit  <a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings. <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Tone Production Breathing</p>	<p>Advanced breathing techniques/exercises fostered. Sing through extended phrases with proper execution.</p>	<p>Teacher observation On-demand demonstrations</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p>

# SCS Instructional Map

# HS Choir I-IV

	Proper initiation and denouement of each phrase.	Rubric	<a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Tone Production Diction	Illustrate proper placement of the five basic vowel sounds: <ul style="list-style-type: none"> <li>● Dark--oo, oh</li> <li>● Neutral--ah</li> <li>● Bright-- ee, eh</li> </ul> Show proper embouchure for producing tall, rounded vowels  Recognize support vs. unsupported tone  Show proper use of neutral vowel (schwa)	Formative, Structured Experience	Resource: Pronunciation Guide for Choral Literature (MENC Publication) Experiencing Choral Music  <a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings. <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b> , and to comprehend more fully when reading or listening.
Expression Dynamics	Express ppp through fff  Full ensemble crescendo and decrescendo  Effective blend and balance of all vocal parts	Ensemble Performance Event Formative, Structured Product	Experiencing Choral Music: Teacher Resource Kit  <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand

# SCS Instructional Map

# HS Choir I-IV

			how language functions in different contexts, to make effective choices for <b>meaning or style</b> , and to comprehend more fully when reading or listening.
Expression Tempo	Sing effectively in various tempi  Effective use of rubato	Performance Event Teacher Observation	Experiencing Choral Music: Teacher Resource Kit  <a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a> Make strategic use of digital media and visual <b>displays of data</b> to express information and <b>enhance</b> understanding of presentations. <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Expression Text Painting and Word Syllable Stress	Place proper agogic stress on English and foreign  Demonstrate concept of text painting	Peer Evaluation	Approved Vocal Music Literature  <a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.

# SCS Instructional Map

# HS Choir I-IV

<p>Expression Phraseology</p>	<p>Musically perform repeated phrases, text, or sections of a piece.</p> <p>Take breaths in proper places before and after phrases</p> <p>Sequence initiation and denouement of phrases</p> <p>Following conductor cues</p> <p>Demonstrating ensemble unity.</p>	<p>Teacher Observation</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the <b>line</b> of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p>
<p>Literacy Pitch Notation</p>	<p>Identify names of lines and spaces on treble and bass clefs</p> <p>Identify, define, and write sharp, flat, and natural signs</p> <p>Construct major scales from 0 to 4 sharps and flats</p> <p>Write and explain key signatures for 0 to 4 sharps and flats</p> <p>Identify ledger line notes:</p> <ul style="list-style-type: none"> <li>• G below to C above treble clef</li> </ul> <p>C below to F above bass clef</p>	<p>Written Assessments Sequential Formative Assessment</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>
<p>Literacy Sight-Singing and Ear-training</p>	<p>Sing all major and perfect intervals</p> <p>Recognize and sing the above intervals in sight-singing and assigned literature</p> <p>Sing I, IV, V, and VI triads in various keys</p>	<p>Rubric On-demand Performances Sequential Formative Assessments</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and</p>

# SCS Instructional Map

# HS Choir I-IV

	<p>Sing assigned sight-reading material unaccompanied</p> <p>Identify and sing skips, step, and repeats in exercises</p> <p>Sight-sing a vocal part</p> <ul style="list-style-type: none"> <li>● difficulty level of 2 with at least 70% accuracy</li> <li>● difficulty level of 3 with at least 70% accuracy</li> <li>● difficulty level of 3-4 with at least 70% accuracy</li> <li>● difficulty level of 4 with at least 70% accuracy</li> <li>●</li> </ul>		<p>informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a></p> <p><b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>Identify, upon hearing and seeing, major second, and major third intervals (D to R and D to M)</p>
<p>Literacy</p> <p>Use of Music Terminology</p>	<p>Define and demonstrate knowledge of the following signs and symbols</p> <ul style="list-style-type: none"> <li>● Staff</li> <li>● Treble and bass staff</li> <li>● Single and double bar lines</li> <li>● da capo</li> <li>● First and second endings</li> <li>● Repeat signs</li> </ul> <p>Define, identify, and describe basic school vocal classifications</p> <ul style="list-style-type: none"> <li>● Soprano</li> <li>● Alto</li> <li>● Tenor</li> <li>● Baritone</li> </ul> <p>Cambiata (changing voice)</p>	<p>Short-answer and sentence completion</p> <p>Selected Response (matching, multiple choice, T/F)</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a></p> <p>Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Literacy</p> <p>Time Signatures</p>	<p>Demonstrate by singing or playing, various time signatures</p> <p>Respond to and demonstrate basic conducting gesture for music in duple, triple, quadruple meters</p>	<p>Self-Assessment</p> <p>Peer Assessment</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a></p>

	<ul style="list-style-type: none"> <li>Demonstrate understanding of top and bottom number</li> </ul>		<p><b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) <b>relate</b> to each other and the whole.</p>
<p>Literacy Rhythm</p>	<p>Chant, sing, or play the following rhythm combinations</p> <ul style="list-style-type: none"> <li>Dotted half-quarter</li> <li>Dotted quarter-eighth</li> <li>Dotted eighth-sixteenth</li> <li>Syncopated rhythms</li> <li>Identify and define the use of the dot</li> </ul> <p>Play pitched instruments in classroom or concert setting</p> <ul style="list-style-type: none"> <li>Demonstrate the recognition of chord changes</li> <li>Recognize and perform tonic/dominant chord structure using pitched instruments</li> <li>Recognize and perform tonic/dominant/subdominant chord structure using pitched instruments</li> </ul> <p>Indicate and/or play changes in chord structure using pitched instruments</p>	<p>Self-Assessment</p> <p>Peer Assessment</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Performance Literature</p> <ul style="list-style-type: none"> <li>Southwest Tennessee Honor Choir Music</li> </ul>	<p>Perform an assigned vocal part in unison, SA, SSA, TB, TTb, SATB literature</p> <p>Study and perform literature representing diverse historical periods, styles, and cultures</p>	<p>Performance Event</p> <p>Field Trips</p>	<p>Teaching Music Through Performance in Choir Vols. 1 and 2-- GIA Publications Texas UIL List at <a href="http://www.uil.utexas.edu/music/pml.html">www.uil.utexas.edu/music/pml.html</a></p>



<ul style="list-style-type: none"> <li>Literature in Four or More Parts</li> <li>Grade 4 or Higher Literature (Scale 1-5)</li> </ul>	<p>Sing literature with and without instrumental accompaniment</p> <p>Sing at least two pieces, Grade 3 or higher, from the Texas UIL List</p> <p>Attend all required performances</p> <p>Attend all required rehearsals, including before and after regular school hours</p> <ul style="list-style-type: none"> <li>Maintain the voice in proper singing condition</li> </ul>		<p>Rock N Soul Museum <i>Musical Guide for Educators</i></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a>  <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a>          Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
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<p><b>CREATE</b>  <b>Foundation Cr1</b>  <b>Generate and conceptualize artistic ideas and work</b>          HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.          HS2.VM.Cr1.A Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.          HS3.and HS4 VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.</p>
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## Foundation Cr2

### Organize and develop artistic ideas and work.

HS1.and HS2 VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.

HS1.and HS2 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

HS3.and HS4 VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS3.and HS4 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

## Foundation Cr3

### Refine and complete artistic work.


HS1.and HS2 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.

HS1.and HS2 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

HS3.and HS4 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.

HS3.and HS4 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

<p>Arrange, Compose, Improvise and Notate</p>	<p>Using voice, percussions, or keyboard, compose melodies, harmonies, and in 2/4, 3,4 and 4/4 meter</p> <p>Given a four measure chord patterns, students will improvise with voice, rhythms, or keyboards</p> <p>Improvise</p> <ul style="list-style-type: none"> <li>● Melodic and rhythmic patterns within a specified guidelines aligned with performance levels</li> <li>● Melodic phrases within specified guidelines aligned with performance levels</li> <li>● Consequent melodic phrases within specified guidelines aligned with performance levels.</li> <li>● Antecedent and consequent melodic phrases within specified guidelines aligned with</li> </ul>	<p>Class Demonstrations</p> <p>Audio Portfolio</p>	<p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.8</a>          Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.6</a>          Use technology, including the Internet, to produce and publish writing and to interact and</p>
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	<p>performance levels.</p> <p>Compose, record, notate music using Yamaha Pocket Tracks digital recorder, Sibelius and Finale notation software</p>		<p>collaborate with others.</p>
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**RESPOND**

**Foundation R1**

**Perceive and analyze artistic work.**

HS1.VM.R1.A Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.

HS2.and HS3 VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS2.and HS3 VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.

HS4.VM.R1.A Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

**Foundation R2**

**Interpret intent and meaning in artistic work.**

HS1.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

HS3.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

HS4.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

## Foundation R3

### Apply criteria to evaluate artistic work.

HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

<p>Listen and Evaluate</p>	<p>Compare and contrast tone quality among diverse musical types such as traditional choral, gospel, country-western, traditional Asian, Middle Eastern, European</p> <p>Use classroom instruments to practice and perform rhythms</p> <p>Identify basic form of assigned literature</p> <p>Design a individual and group performance rubrics based on knowledge of technique and musicianship</p> <p>Listen to recordings of school performances and rehearsals and various other choral ensembles, and accurately critique tone, intonation, diction, and overall vocal technique</p>	<p>Oral Critique</p> <p>Written Critique</p> <p>Student-Developed Rubric</p>	<p>Music: It's Role and Purpose in Our Lives</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a>  <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
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## CONNECT

### Foundation Cn1

### Synthesize and relate knowledge and personal experiences to artistic endeavors.

HS1.-HS4 VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.

## Foundation Cn2

### Relate artistic ideas and works with societal, cultural, and historical context.

HS1.-HS4 VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.

<p>Relate and Apply</p>	<p>Create a story based on the text of a song and discuss how the elements of music contribute to the effect of the story</p> <p>Discuss how a choral medley is treated in various movements of an assigned multi-movement choral work</p> <p>Combine history, drama, and music in an in-class presentation</p> <p>Describe the influence of society, culture, and technology on music composition</p> <p>Extrapolate, compare and contrast (e.g., analyze, identify, list) elements common to music and two or more other arts disciplines.</p>	<p>Individual/Group Project</p> <p>Written/Oral Reports</p>	<p>Music: It's Role and Purpose In Our Lives Guest Speakers from Local Arts Community</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.10</a> Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p>
3 Knowledge and Skills	Activities/Outcomes	Assessments	Resources

## PERFORM

### Foundation P1

#### Select, analyze, and interpret artistic work for presentation.

HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.

HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

HS2.VM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS2.VM.P1.B Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.

HS2.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.

HS3.and HS4 VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS3.and HS4 VM.P1.B. Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.

HS3.and HS4 VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

#### Foundation P2

##### Develop and refine artistic techniques and work for presentation.

HS1. -HS4 VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.

HS1. -HS4 VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance, and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction
- Pitch and rhythm work
- Range development
- Diction, pronunciation, vowel formation, and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

HS1. -HS4 VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

#### Foundation P3

##### Convey and express meaning through the performance of artistic work.

# SCS Instructional Map

# HS Choir I-IV

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

HS2.VM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

HS3.and HS4 VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

<p>Tone Production Posture</p>	<p>Sitting and standing with correct posture for singing</p>	<p>Embedded Assessment</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Tone Production Phonation and Resonation</p>	<p>Head and chest voice</p> <p>Mouth space producing tall, uniform vowels</p> <p>Lift soft palate</p> <p>Define and demonstrate</p> <ul style="list-style-type: none"> <li>● resonance</li> <li>● resonating chambers             <ul style="list-style-type: none"> <li>○ sinuses</li> <li>○ mouth</li> <li>○ throat</li> <li>○ chest</li> </ul> </li> </ul>	<p>Rubric/Checklist</p>	<p>Experiencing Choral Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>

# SCS Instructional Map

# HS Choir I-IV

	<p>Singing "in the mask"</p> <p>Neutral vowel</p>		
<p>Tone Production</p> <p>Breathing</p>	<p>Sustain choral tone through sustained phrases</p> <p>Emphasize open throat techniques</p> <p>Performing melismas, crescendos, and sustained phrases:</p> <ul style="list-style-type: none"> <li>• Abdominal expansion and control</li> <li>• Use of abdominal wall to sustain breath flow</li> <li>• Constant air flow/breath pressure to sustain pitch</li> </ul>	<p>Teacher Observation</p> <p>On Demand Demonstrations</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.9</a>            Analyze how two or more texts address similar themes or topics in order to build knowledge or to <b>compare</b> the approaches the authors take.</p>
<p>Tone Production</p> <p>Diction</p>	<p>Define, describe, and demonstrate the diphthongs</p> <p>Place the nucleus and off-glides of the above diphthongs</p> <p>Precise articulation of all consonants</p> <p>Blended, supported vowels leading to improved intonation</p> <p>Proper diction Latin, French, German, Hebrew, Italian, Spanish and English</p>	<p>Vocal Exam Rubric</p>	<p>Resource: Pronunciation Guide for Choral Literature (MENC Publication)</p> <p>Experiencing Choral Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>



# SCS Instructional Map

# HS Choir I-IV

			<p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
Expression	<p>Demonstrate vocal technique for various styles of music</p> <p>Using appropriate facial expression and, where appropriate, physical movement (choreography)</p>	Performance Event	<p>Approved Vocal Music Literature Music: Its Role and Purpose in Our Lives</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a> Make strategic use of digital media and visual <b>displays of data</b> to express information and <b>enhance</b> understanding of presentations.</p>
Dynamics	<p>Properly employ a wide range of dynamics and dynamic changes to effectively communicate the text of assigned literature</p> <p>Demonstrate understanding of appropriate dynamic levels for each historical period:</p> <ul style="list-style-type: none"> <li>• Layering of voices (terraced dynamics) for Renaissance, Baroque literature</li> <li>• Controlled use of crescendo, decrescendo for Classic literature</li> <li>• Use of ppp and fff and dramatic crescendos and decrescendo for Romantic, Twentieth Century literature</li> </ul>	<p>Ensemble Performance Event</p> <p>Formative, Structured Product</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a> Make strategic use of digital media and visual <b>displays of data</b> to express information and <b>enhance</b> understanding of presentations.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate</p>

# SCS Instructional Map

# HS Choir I-IV

			independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
Tempo	<p>Sing at various tempi, largo through presto with competency and effectiveness in tone production and expression</p> <p>Discuss and demonstrate the use of tempo and tempo changes as a compositional device</p>	<p>Performance Event</p> <p>Teacher Observation</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
Text Painting and Word Syllable Stress	<p>Determine appropriate or inappropriate word stress</p> <p>Sing with appropriate syllabic stress</p>	<p>Peer Evaluation</p> <p>Self-Evaluation</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.</p>
Phraseology	<p>Articulations--legato, staccato, marcato</p> <p>Long sustained phrases with pitch accuracy</p>	<p>Teacher Observation</p> <p>On Demand Performance</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general</p>

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# HS Choir I-IV

	<p>Use staggered breathing</p>		<p>academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <a href="#">CCSS.ELA-Literacy.CCRA.R.4</a>  <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a>  <b>Present</b> information, findings, and supporting evidence such that listeners can follow the <b>line</b> of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Literacy Pitch Notation</p>	<p>Construct C, G, F, D, and Bb major scales</p> <p>Construct a minor scale</p> <p>Develop intonation awareness through study of chromatic scale</p>	<p>Written Assessments</p> <p>Sequential Formative Assessment</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a>  Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>  Produce clear and coherent writing in which the development, organization, and style are</p>

# SCS Instructional Map

# HS Choir I-IV

			appropriate to task, purpose, and audience.
<p>Literacy Sight-Singing and Ear-training</p>	<p>Sing whole and half steps</p> <p>Sing in tune while singing close harmony</p> <p>Develop tone production and listening skills needed to produce advanced chordal harmonies</p> <p>Sing Ionian, Dorian, Phrygian, Lydian, Mixolydian, and Aeolian scales</p>	<p>Rubric</p> <p>On-demand Performances</p> <p>Sequential Formative Assessments</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>
<p>Literacy Use of Music Terminology</p>	<p>Identify, describe, and respond to first and second endings</p> <p>Identify, describe, and respond to repeat signs</p> <p>Become familiar with musical terms appearing in each section of assigned literature</p>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown</p>

# SCS Instructional Map


# HS Choir I-IV

			<p>term important to comprehension or expression.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.4</a> Determine or <b>clarify</b> the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p>
<p>Literacy Time Signatures</p>	<p>Sing literature with mixed meters Respond to mixed meter conducting gestures</p> <p>Count, chant, and/or sing in time signatures with 8 as the bottom number</p>	<p>Self-Assessment Peer Assessment</p> <p>In Class Demonstrations</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) <b>relate</b> to each other and the whole.</p>
<p>Literacy Rhythm</p>	<p>Describe and demonstrate the effect of the dot on quarter and whole notes</p> <p>Identify, define, and sing eighth notes and rests</p> <p>Develop proficiency in rhythm reading by subdividing the beat</p>	<p>Self-Assessment</p> <p>Peer Assessment</p> <p>Written Assessments</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or</p>

# SCS Instructional Map

# HS Choir I-IV

	Sing changing meters and syncopation with accuracy		listening.
<p>Performance Literature</p> <ul style="list-style-type: none"> <li>• Southwest Tennessee Honor Choir Music</li> <li>• Literature in Four or More Parts</li> </ul> <p>Grade 4 or Higher Literature (Scale 1-5) IV. Performance Literature and Practices</p>	<p>Sing choral literature from Africa, Italy, France, Germany, Spain, Mexico, Israel, England, Ireland, Russia, Scotland, and the United States</p> <p>Perform individually in small and large ensembles</p> <p>Perform solo, if desired</p> <p>Attend all required performances</p> <p>Attend all required rehearsals, including before and after regular school hours</p> <p>Demonstrate responsible use and care of the voice:</p> <ul style="list-style-type: none"> <li>• avoiding and treating hoarseness</li> <li>• avoiding and treating sinusitis/laryngitis</li> <li>• proper technique for singing "through" illness</li> </ul> <p>Demonstrate proficiency in solo or small ensemble literature at WTVMEA Solo/Ensemble Festival</p> <p>Demonstrate and articulate proper concert etiquette</p>	<p>WTVMEA Solo &amp; Ensemble Rubric</p> <p>Vocal Exam Rubric</p> <p>Attendance Checklist</p>	<p>Resources:</p> <p><u>Pathways of Song</u> (LaForge/Earhart) Pub. Hal Leonard</p> <p><u>The Singing Road</u> (Ward) Pub. Carl Fischer</p> <p><u>The Young Singer</u> (Row) Pub. R. D. Row Music</p> <p><u>Standard Vocal Repertoire</u> (Row) Pub. Carl Fischer</p> <p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a> Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and</p>

			<p>career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p><b>CREATE</b>  <b>Foundation Cr1</b>  <b>Generate and conceptualize artistic ideas and work</b>                  HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.                  HS2.VM.Cr1.A Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.                  HS3.and HS4 VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.</p> <p><b>Foundation Cr2</b>  <b>Organize and develop artistic ideas and work.</b>                  HS1.and HS2 VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.                  HS1.and HS2 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.                  HS3.and HS4 VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.                  HS3.and HS4 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.</p> <p><b>Foundation Cr3</b>  <b>Refine and complete artistic work.</b>                  HS1.and HS2 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.                  HS1.and HS2 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.                  HS3.and HS4 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.                  HS3.and HS4 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.</p>			
<p>Improvise</p>	<p>Improvise a harmonic accompaniment to specified literature:</p>	<p>Portfolio</p>	<p>TMA or Piano Lab</p>

<p>Compose</p> <p>Arrange</p> <p>Notate</p>	<ul style="list-style-type: none"> <li>• an ending to a melody (e.g., cadenza) within specified guidelines aligned with performance levels</li> <li>• a melody within an existing chord structure within specified guidelines aligned with performance levels</li> <li>• text to an existing melody within specified guidelines aligned with performance levels</li> <li>• a recitative within specified parameters within specified guidelines aligned with performance levels.</li> </ul> <p>Accompany ensemble on guitar, keyboard, or other chordal instrument</p> <p>Arrange nursery rhymes and short poem choruses:</p> <ul style="list-style-type: none"> <li>• Arrange rhythmic and melodic motives into short phrases that make musical literary sense</li> <li>• Compose short rhythmic and melodic motives within specified parameters that make musical literary sense</li> <li>• Arrange or compose rhythmic and melodic phrases within specified parameters that make musical literary sense</li> <li>• Arrange or compose melodic and rhythmic phrases into antecedent and consequent phrases.</li> </ul> <p>Notate major scales using Sibelius notation software</p> <p>Create musical compositions on poetry by various authors using computer generated sound or other musical sources:</p> <ul style="list-style-type: none"> <li>• a short melodic or rhythmic warm-up within specified parameters (e.g., a melodic, rhythmic pattern from selected literature, or using</li> </ul>	<p>Audio Portfolio</p> <p>In Class Performances</p>	<p>Music Technology via Pocketrak Audio Recording</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.9</a>          Analyze how two or more texts address similar themes or topics in order to build knowledge or to <b>compare</b> the approaches the authors take.</p>
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- patterns from choral literature aligned with performance levels)
- a bass harmony for an existing melodic warm-up using tonic/dominant structure
  - Compose a bass harmony for an existing melodic warm-up using tonic/dominant /subdominant structure
- Compose a solo or choral piece based on literature by assigned author



**RESPOND**

**Foundation R1**

**Perceive and analyze artistic work.**

HS1.VM.R1.A Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.

HS2.and HS3 VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS2.and HS3 VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.

HS4.VM.R1.A Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

**Foundation R2**

**Interpret intent and meaning in artistic work.**

HS1.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

HS3.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

HS4.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

**Foundation R3**

**Apply criteria to evaluate artistic work.**

HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

<p>Listen</p> <p>Evaluate</p>	<p>Listen and critique rehearsal recordings identifying areas for improvement in blend and intonation</p> <p>Analyze and describe printed examples of selected American music (e.g., musical elements, forms, expressive techniques, and/or compositional techniques) connecting and/or comparing it to music being sung:</p> <ul style="list-style-type: none"> <li>● Identify, list and describe the use of musical elements in printed literature</li> <li>● Identify, list and describe the use of form, expressive devices, and compositional devices from a specific world culture in printed literature</li> <li>● Identify, list and describe the use of form, expressive devices, and compositional devices from a specific world culture in printed literature connecting and comparing it to music being sung.</li> </ul> <p>View and critique videotapes of rehearsals and performance</p>	<p>WTVMEA or other Adjudication Rating Form</p> <p>Vocal Exam Rubric</p>	<p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a>  <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
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**CONNECT**

**Foundation Cn1**

**Synthesize and relate knowledge and personal experiences to artistic endeavors.**

HS1.-HS4 VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.



**PERFORM****Foundation P1****Select, analyze, and interpret artistic work for presentation.**

HS1.VM.P1.A Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

HS1.VM.P1.B Use music reading skills to demonstrate how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.

HS1.VM.P1.C Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.

HS2.VM.P1.A Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS2.VM.P1.B Document and demonstrate, using music reading skills, how compositional devices and theoretical and structural aspects of musical works impact and inform prepared and/or improvised performances.

HS2.VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances as well as performers' technical skill to connect with the audience.

HS3.and HS4 VM.P1.A Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.

HS3.and HS4 VM.P1.B. Using music reading skills where appropriate, examine, evaluate, and critique how the structure and context impact and inform prepared and/or improvised performances.

HS3.and HS4 VM.P1.C Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and/or improvised performance as well as performers' technical skill to connect with the audience.

**Foundation P2****Develop and refine artistic techniques and work for presentation.**

HS1. -HS4 VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.

HS1. -HS4 VM.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:

- Posture
- Breath management
- Tone production with freedom, resonance, and control
- Pitch matching, pitch accuracy, and intonation
- Balance and blend
- Sense of ensemble

HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:

- Tonal center/key relations
- Scale construction

- Pitch and rhythm work
- Range development
- Diction, pronunciation, vowel formation, and clarity of text
- Expressive elements including dynamics, phrasing, and stylistic characteristics

HS1. -HS4 VM.P2.D Develop and apply strategies to address expressive challenges in a varied repertoire of music, and evaluate success using feedback from ensemble peers and other sources to refine performances.

### Foundation P3

#### Convey and express meaning through the performance of artistic work.

HS1.VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.

HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.

HS2.VM.P3.A Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.

HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.

HS3.and HS4 VM.P2.A Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.

HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.

<p>Tone Production Posture</p>	<p>Sit and stand posture at all rehearsals and performances.</p>	<p>Embedded Assessment</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
<p>Tone Production Phonation and Resonation</p>	<p>Sing independently, demonstrating accurate intonation, proper tone production, and good resonance using moderately difficult to difficult literature</p>	<p>Rubric/Checklist</p>	<p>Experiencing Choral Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a></p>

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# HS Choir I-IV

	Exhibit, describe, and critique tone production technique experienced during rehearsal and performances		<b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
Tone Production Breathing	<p>Understand the function of the diaphragm in breathing</p> <p>Correlate breath flow with pitch production</p> <p>Locate, describe and demonstrate use of the following in breathing</p> <ul style="list-style-type: none"> <li>the diaphragm</li> <li>abdominal muscles</li> <li>intercostal muscles</li> <li>rib cage/sternum</li> </ul>	<p>Teacher Observation</p> <p>On Demand Demonstrations</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p>Interdisciplinary Connection:</p> <p>Physiology of Human Voice</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a></p> <p><b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>
Tone Production Diction	<p>Demonstrate correct articulation with the consonant r (omit, flip, trill)</p> <p>Use articulators to properly produce the following initial and final consonants:</p> <ul style="list-style-type: none"> <li>both lips--m, p</li> <li>bottom lip and top teeth--v, f</li> <li>teeth and tongue--t, d, l, n</li> </ul> <p>Demonstrate understanding of classification and proper production of the following vowels:</p> <ul style="list-style-type: none"> <li>bright--ee, eh</li> <li>dark--oh, oo</li> <li>neutral--ah</li> <li>schwa</li> </ul>	Vocal Exam Rubric	<p>Resource: Pronunciation Guide for Choral Literature (MENC Publication)</p> <p>Experiencing Choral Music</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a></p> <p><b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a></p> <p>Demonstrate understanding of figurative</p>

# SCS Instructional Map

# HS Choir I-IV

			<p>language, word relationships, and <b>nuances</b> in word meanings.  <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Expression Dynamics</p>	<p>Perform expressively, from memory and notation, a varied repertoire of music representing diversity in culture, style, and historical periods</p> <p>Define and execute</p> <ul style="list-style-type: none"> <li>● pianoforte</li> <li>● mezzo piano</li> <li>● piano</li> <li>● mezzo forte</li> </ul> <p>forte</p>	<p>Ensemble Performance Event Formative, Structured Product</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.5</a>            Make strategic use of digital media and visual <b>displays of data</b> to express information and <b>enhance</b> understanding of presentations.  <a href="#">CCSS.ELA-Literacy.CCRA.L.6</a>            Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Expression Tempo</p>	<p>Sing at various tempi, largo through presto with competency and effectiveness in tone production and expression</p>	<p>Performance Event  Teacher Observation</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a></p>

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	<p>Discuss and demonstrate the use of tempo and tempo changes as a compositional device</p> <ul style="list-style-type: none"> <li>•</li> </ul>		<p>Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Expression Text Painting and Word Syllable Stress</p>	<p>Demonstrate proper execution of the slur over one or several notes</p> <p>Employ appropriate crescendos/decrescendos on lengthy notes</p>	<p>On Demand Performances</p> <p>Peer Evaluation</p> <p>Self Evaluation</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.5</a> Demonstrate understanding of figurative language, word relationships, and <b>nuances</b> in word meanings.</p>
<p>Expression Phraseology</p>	<p>Consistently sing musical phrases:</p> <ul style="list-style-type: none"> <li>• Arsis and thesis of each phrase</li> <li>• Legato, marcato, or staccato singing as needed</li> <li>• Take breaths <b>ONLY</b> at appropriate places before or after the phrase</li> <li>• Develop staggered breathing technique to avoid interruption of lengthy phrases</li> </ul>	<p>Teacher Observation</p> <p>On Demand Performance</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a> <b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the <b>line</b> of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</p>



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<p>Literacy Pitch Notation</p>	<p>Identify lines and spaces of treble and bass staves</p> <p>Identify, define, sing, and construct a major scale</p> <p>Construct chords and triads on the staff</p> <p>Define and describe use of sharp, flat, natural</p> <p>Define, identify C major, F major, and G major key signatures</p> <p>Notate simple rhythmic and melodic patterns then phrases using standard or non-standard notation aligned with student performance levels with at least 80% accuracy.</p> <p>Notate short, simple melodies using standard or non-standard notation aligned with student performance levels with at least 80% accuracy.</p> <p>Notate short, simple examples of choral music using standard and non-standard notation aligned with student performance levels with at least 80% accuracy.</p>	<p>Written Assessments</p> <p>Sequential Formative Assessment</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a> Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.2</a> Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
<p>Literacy Sight-Singing and Ear-training</p>	<p>Sing all major and perfect intervals</p> <p>Recognize and sing the above intervals in sight-singing and assigned literature.</p> <p>Sing I, IV, V, and VI triads in various keys</p>	<p>Rubric</p> <p>On-demand Performances</p> <p>Sequential Formative Assessments</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with</p>

# SCS Instructional Map

# HS Choir I-IV

	<p>Sing assigned sight-reading material unaccompanied</p> <p>Identify and sing skips, step, and repeats in exercises</p>		<p>diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.10</a></p> <p>Read and <b>comprehend</b> complex literary and informational texts independently and proficiently.</p>
<p>Literacy</p> <p>Use of Music Terminology</p>	<p>Recognize and use the following signs and symbols:</p> <ul style="list-style-type: none"> <li>● staff</li> <li>● treble and bass staff</li> <li>● single and double bar lines</li> <li>● da capo</li> <li>● first and second endings</li> <li>● repeat signs</li> <li>● fermata</li> <li>● ritardando</li> <li>● simile</li> <li>● accent</li> <li>● tenuto</li> <li>● a tempo</li> </ul> <p>Define and demonstrate extensive knowledge and use of the technical vocabulary of music found in assigned vocal literature</p>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p> <p>Written Assessments</p>	<p>Experiencing Choral Music: Teacher Resource Kit</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.4</a></p> <p><b>Interpret</b> words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.6</a></p> <p>Acquire and use accurately a range of general academic and <b>domain-specific words</b> and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.</p>
<p>Literacy</p> <p>Time Signatures</p>	<p>Identify constant and changing meter</p> <p>Demonstrate understanding of x/4, x/8 time signatures</p>	<p>Self-Assessment</p> <p>Peer Assessment</p> <p>In Class Demonstrations</p>	<p>Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a></p> <p><b>Apply</b> knowledge of language to understand</p>

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			<p>how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.5</a> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) <b>relate</b> to each other and the whole.</p>
<p>Literacy Rhythm</p>	<p>Define and demonstrate downbeat and anacrusis</p> <p>Read, write and sing rhythms that incorporate complex rhythm patterns in simple, compound and asymmetric meters</p>	<p>On Demand Demonstrations</p> <p>Self Assessments</p> <p>Peer Assessments</p>	<p>Approved Vocal Music Literature</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p>
<p>Performance Literature</p> <ul style="list-style-type: none"> <li>• Southwest Tennessee Honor Choir Music</li> <li>• Literature in Four or More Parts</li> </ul> <p>Grade 4 or Higher Literature (Scale 1-5)</p>	<p>Sing literature in three/four part harmony, with and without accompaniment</p> <p>Sing and recognize the following forms: rounds, canons, descants, partner songs, AB form, ABA form, strophic form, repetition and contrast</p> <p>Sing at least two pieces, Grade 5 or higher, from the Texas UIL List</p> <p>Study and perform literature representing diverse historical periods, styles, and cultures</p> <p>Attend all required performances</p>	<p>WTVMEA Solo &amp; Ensemble Rubric</p> <p>Vocal Exam Rubric</p> <p>Attendance Checklist</p>	<p>Approved Vocal Music Literature Texas UIL List at <a href="http://www.uil.utexas.edu/music/pml.html">www.uil.utexas.edu/music/pml.html</a></p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.1</a> <b>Prepare</b> for and <b>participate</b> effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.4</a> <b>Present</b> information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization,</p>

Attend all required rehearsals, including before and after regular school hours

Maintain the voice in proper singing condition

Demonstrate proficiency in ensemble literature at WTVMEA Choral Festival/Assessment



development, and style are appropriate to task, purpose, and audience.

[CCSS.ELA-Literacy.CCRA.L.6](#)

Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

## CREATE

### Foundation Cr1

#### Generate and conceptualize artistic ideas and work

HS1.VM.Cr1.A Compose and improvise melodic and rhythmic ideas or motives for use in an arrangement or over a chordal structure that reflect characteristics of music or text studied in rehearsal.

HS2.VM.Cr1.A Compose and improvise ideas or motives for arrangements or short compositions that reflect characteristics of music or text studied in rehearsal.

HS3.and HS4 VM.Cr1.A Compose and improvise musical ideas or motives that reflect characteristics of music or text studied in rehearsal and used for a variety of purposes and contexts.

### Foundation Cr2

#### Organize and develop artistic ideas and work.

HS1.and HS2 VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives for use in an arrangement that demonstrate understanding of characteristic of music or text studied in rehearsal.

HS1.and HS2 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or a short composition through notation and/or recording.

HS3.and HS4 VM.Cr2.A Select, draft, and develop ideas and motives for arrangements or compositions that demonstrate understanding of characteristics of music or texts studied in rehearsal.

HS3.and HS4 VM.Cr2.B Describe and document compositions and/or improvisations for use in an arrangement or composition through notation and/or recording.

### Foundation Cr3

#### Refine and complete artistic work.

HS1.and HS2 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or over a chordal structure based on collaboratively- developed criteria.

HS1.and HS2 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

HS3.and HS4 VM.Cr3.A Evaluate and refine compositions and/or improvisations for use in an arrangement or composition based on personally-developed criteria.  
 HS3.and HS4 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.

<p>Arrange</p> <p>Compose</p> <p>Improvise</p> <p>Notate</p>	<p>Compose and notate rhythmic, melodic, and accompaniment exercises within specified guidelines</p> <p>Create musical compositions demonstrating various vocal styles</p> <p>Create compositions with contrasting sections</p> <p>Create and notate descant, ostinato, or other melodic and rhythmic accompaniments to enhance assigned literature</p> <p>Compose music using computer-generated or other sound sources</p> <p>Improvise while singing traditional American music (jazz, gospel, folk, etc.)</p> <p>Improvise an accompaniment</p> <ul style="list-style-type: none"> <li>● a bass accompaniment or vocal part to an existing melody within specified guidelines aligned with performance levels</li> <li>● contrary or parallel motion accompaniment or vocal part to an existing melody within specified guidelines aligned with performance levels</li> <li>● a vocal harmony part to an existing melody that contains tonic/dominant relationships within specified guidelines aligned with performance levels</li> <li>● a vocal harmony part to an existing melody with more complex chordal relationships within</li> </ul>	<p>Class Demonstrations</p> <p>Audio Portfolio</p>	<p><a href="#">CCSS.ELA-Literacy.CCRA.SL.6</a>  <b>Adapt</b> speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>                  Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.R.9</a>                  Analyze how two or more texts address similar themes or topics in order to build knowledge or to <b>compare</b> the approaches the authors take.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.2</a>                  Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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specified guidelines aligned with performance levels

**RESPOND**

**Foundation R1**

**Perceive and analyze artistic work.**

HS1.VM.R1.A Identify and describe reasons for selecting music based on characteristics found in music, context, student opinion, and personal research from teacher-provided sources.

HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.

HS2.and HS3 VM.R1.A Identify and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS2.and HS3 VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.

HS4.VM.R1.A Identify, compare/contrast, and justify reasons for selecting music based on characteristics found in music, context, student interest, and personal research from varied sources or materials.

HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.

**Foundation R2**

**Interpret intent and meaning in artistic work.**

HS1.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the elements of music, contexts, historical significance, and the setting of the text.

HS2.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, referring to the elements of music, contexts, and the setting of the text based on varied research sources.

HS3.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

HS4.VM.R2.A Interpret and describe the artistic intent and aesthetic qualities of musical works, citing as evidence the treatment of the elements of music, contexts, and historical significance based on varied research sources.

**Foundation R3**

**Apply criteria to evaluate artistic work.**

HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.

# SCS Instructional Map

# HS Choir I-IV

<p>Listen</p> <p>Evaluate</p>	<p>Attend performance of another school choral ensemble</p> <p>Attend performance of an area professional choral ensemble (symphony chorus or community choir)</p> <p>Analyze music performances, notation, rhythm, meter, and texture using standard music notation</p> <p>Analyze music forms of performing and standard repertoire</p> <p>Evaluate the effect of stylistic features that a composer uses to define aesthetic qualities in a given choral work</p>	<p>Oral Critique</p> <p>Written Critique</p> <p>Student-Developed Rubric</p>	<p>Music: Its Role and Purpose in Our Lives</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.L.3</a>  <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.SL.2</a>  <b>Integrate</b> and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><a href="#">CCSS.ELA-Literacy.CCRA.W.4</a>          Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<p><b>CONNECT</b></p> <p><b>Foundation Cn1</b>  <b>Synthesize and relate knowledge and personal experiences to artistic endeavors.</b>          HS1.-HS4 VM.Cn1.A Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p><b>Foundation Cn2</b>  <b>Relate artistic ideas and works with societal, cultural, and historical context.</b>          HS1.-HS4 VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>			
<p>Relate</p> <p>Apply</p>	<p>Recognize, describe Renaissance music</p> <p>Research, listen to, and sing celebratory music of various cultures</p> <p>Describe the effects of music on society, culture, and technology</p>	<p>Individual/Group Project</p> <p>Written/Oral Reports</p>	<p>Adopted General Music Text</p> <p>Music: Its Role and Purpose in Our Lives</p> <p>Guest Speakers from Local Arts Community</p>

	<p>Describe ways in which subject matter of others disciplines taught in the school are interrelated with music:</p> <ul style="list-style-type: none"> <li>• lyrics of well-known poets set to music</li> <li>• anatomy of the voice</li> <li>• awareness of social, economic, political climates and their effect on the arts during historic period of assigned choral literature (Renaissance, Baroque, Classic, Romantic, Twentieth Century, Contemporary)</li> <li>• Use of mathematical operations to calculate duration of notes in various time signatures</li> </ul> <p>Explain a variety of music and music-related career options</p> <p>Identify items of technology used to listen, share and create music and identify responsible uses of technology for both consumer, producer and creator.</p>		<p>Interdisciplinary Connections: Social Studies: Cultural Celebrations</p> <p>Drama: Broadway Musicals/Theater</p> <p>Anatomy/Physiology: The Human Voice</p> <p>World/Art History: Renaissance to present</p> <p>Mathematics: Fractions <a href="#">CCSS.ELA-Literacy.CCRA.L.3</a> <b>Apply</b> knowledge of language to understand how language functions in different contexts, to make effective choices for <b>meaning or style</b>, and to comprehend more fully when reading or listening. <a href="#">CCSS.ELA-Literacy.CCRA.W.3</a> Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences. <a href="#">CCSS.ELA-Literacy.CCRA.W.7</a> Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <a href="#">CCSS.ELA-Literacy.CCRA.W.9</a> Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>
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