

## 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.

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>First Nine Weeks</b>			
<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</p>			

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.

# SCS Instructional Map

# HS Opera

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.

I.Tone Production			
A.Posture	Students will consistently demonstrate proper use of stage space and proper posture for sitting/standing while singing.	Embedded Assessment Mirroring/partners Teacher observation	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
B.Phonation and Resonation	Students will identify, discuss and demonstrate the proper use of the following body parts: a. lungs b. diaphragm c. larynx d. open throat e. vocal cords f . naso-pharyngeal area g. soft and hard palate h. abdominal muscles	Concept Mapping Mirroring Exercises executed as individuals and as a class Written and oral identification tests Identification Homework assignments Identify through creating anatomically correct sketches.	Interdisciplinary connections: Physical Science: Physical and acoustical properties of sound and musical tones Physical Science: Tone production methods on various instruments, including the human voice and synthesized sound Physical Science: Wave frequency and amplitude
	Students will discuss and research the foundation of care for the voice and total body a. lubricating the vocal mechanism b. hoarseness c. laryngitis/pharyngitis/sinusitis d. use of steroids e. necessity of warming up the voice f . necessity of warming up the body	Portfolio Checklist/rating form Class discussion: a.) Different techniques for different styles b.) The voice as an organ – exercise and care. c.) Include articles from medical journals	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
	The student will: 1. Demonstrate head and chest voice 2. Demonstrate proper mouth space producing tall, uniform vowels	Rubric/Checklist Use examples from All-West honor music to demonstrate vocal	MCS Adopted Textbook: Experiencing Choral Music All West Tennessee Honor Choir

# SCS Instructional Map

# HS Opera

	<ol style="list-style-type: none"> <li>3. Demonstrate a lifted soft palate</li> <li>4. Define and demonstrate resonance and the resonating chambers--sinuses, mouth, throat, chest</li> <li>5. Demonstrate singing "in the mask"</li> <li>6. Discuss and demonstrate the neutral vowel</li> </ol>	<p>technique.</p> <p>Contrast those with examples from pop and gospel music.</p> <p>Use listening examples</p> <p>Give feedback to live performances and recorded. Use "props" such as a physical mask to illustrate where the tone should be resonating.</p>	Selected repertoire
C. Breathing	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>1. Identify, discuss and demonstrate proper use of lungs               <ol style="list-style-type: none"> <li>a. deep, low breathing</li> <li>b. filling lower lobes of lungs with air</li> </ol> </li> <li>2. Identify, discuss, and demonstrate proper use of diaphragm               <ol style="list-style-type: none"> <li>a. distended upon inhale</li> <li>b. relaxed, lifted on exhale</li> <li>c. constriction against lungs for breath support</li> </ol> </li> <li>3. Identify, discuss, and demonstrate proper use of larynx               <ol style="list-style-type: none"> <li>a. low larynx</li> <li>b. tone generator breath management fostered through</li> </ol> </li> </ol>	<p>Performance Event</p> <p>Use partners to demonstrate, mirror, and critique</p> <p>Discuss inhale and exhale control</p> <p>Draw a connection between breath control and vowel sound or phrase length.</p> <p>Perform breathing exercises as a class</p> <p>Find performances online that can be shown to the class as examples.</p> <p>Use competition</p>	Resource: Standard Vocal Repertoire- (Row) Pub. Carl Fischer
D. Diction	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>1. Identification and effective use of articulators for proper diction</li> <li>2. Uniform vowel placement, including diphthongs,</li> <li>3. Basic knowledge of IPA or other system for proper vowel/consonant placement in languages</li> </ol>	<p>Formative, Structured Experience</p> <p>Discuss how diction effects tempo, expression, phrasing</p> <p>Chart out sounds in different languages</p>	Interdisciplinary connections: Foreign Language: Origins of vocabulary and terminology in the discipline
II. Expression			
A. Dynamics	<p>Students will demonstrate:</p> <ol style="list-style-type: none"> <li>1. pp through ff</li> <li>2. Baroque terraced dynamics</li> <li>3. Conveying composers intent through dynamic use</li> </ol>	<p>Formative, Structured Product</p> <p>Discuss terraced versus crescendo/decrescendo</p> <p>Ask questions concerning what the difference between the two actually</p>	Approved Vocal Music Literature MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit

# SCS Instructional Map

# HS Opera

		is. Use examples in contemporary music. Create Timeline for development of symbols	
B. Tempo	Students will demonstrate: 1. Use of tempo to perform with proper style 2. Development of rubato, accelerando, ritardando 3. Tempo restraints for various music periods, Renaissance through 20th Century	Performance Event Discuss BPM Discuss the issue of nervous singing and how lack of breath support can affect tempo stability. Terminology worksheet/quiz Discuss internalizing the beat	Memphis Symphony Integrated Unit of Study: Cultural Kaleidoscope
C. Text painting and word/syllable stress	1. Independently identify and mark stressed words in a score 2. Discuss the importance of stressing beat 1	Students examine one another's score markings. Compare to teacher's Discuss why beat 1 is traditionally stressed the most.	Pathways of Song (LaForge/Earhart) Pub. Warner Brothers Approved Vocal Music Literature
D. Phraseology	The student will: 1. Demonstrate ability to shape a musical phrase 2. Discriminate between musical and non-musical phrase 3. Demonstrate the ability to sing recitative  E. Execute proper articulations consistent with grade 5 literature	Performance Event Identify phrase markings Respond as a class to phrasing gestures from conductor/teacher Compare/contrast how ensembles and soloists relate to phrasing.	Approved Vocal Music Literature Language Arts Texts Hymnals
III. Literacy			
A. Pitch Notation	The students will demonstrate: 1. Melodic and rhythmic dictation in simple and compound meters 2. Sight read assigned voice part in vocal score 3. Lines and spaces of treble and bass clef, including ledger lines 4. More advanced knowledge of piano keyboard	WTVMEA Small Group Performance Rubric Formative, Structured Experience Create your own 8 measure exercise using quarter, half, whole and eighth notes Create your own sight reading example for the class to use	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

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# HS Opera

			Mathematics: Calculation of interval size
B. Sight-Singing and Ear-Training	<p>The Students will:</p> <ol style="list-style-type: none"> <li>1. Sing whole and half steps</li> <li>2. Sing in tune while singing close harmony</li> <li>3. Develop tone production and listening skills needed to produce advanced chordal harmonies</li> <li>4. Sing Ionian, Dorian, Phrygian, Lydian, Mixolydian, and Aeolian scales</li> <li>5 Sight-sing, using solfege, moderate to moderately difficult literature</li> </ol>	<p>On-Demand Performance</p> <p>Selected Response (matching, multiple choice, T/F)</p> <p>Perform examples as a class, in small groups and as individual volunteer.</p> <p>Use sight identification and aural with written exams and listening examples.</p> <p>Use flashcards for simple note and symbol identification</p>	<p>Approved Vocal Music Literature</p> <p>MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit</p>
C. Use of music terminology	<p>The students will</p> <ol style="list-style-type: none"> <li>1. Define and demonstrate knowledge of the following signs and symbols             <ol style="list-style-type: none"> <li>a. staff</li> <li>b. treble and bass staff</li> <li>c. single and double bar lines</li> <li>d. da capo</li> <li>e. first and second endings</li> <li>f. repeat signs</li> </ol> </li> <li>2. Define, identify, and describe basic school vocal classifications             <ol style="list-style-type: none"> <li>a. soprano</li> <li>b. alto</li> <li>c. tenor</li> <li>d. baritone</li> <li>e. cambiata (changing voice)</li> <li>f. mezzo</li> </ol> </li> </ol>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p> <p>Students create quizzes for one another.</p> <p>Jeopardy game with music terminology.</p> <p>Students describe range of color of different vocal parts</p> <p>Create methods for identifying which voice part a beginner should sing.</p>	<p>Memphis Symphony Integrated Unit of Study "Sound Opinions"</p> <p>Experiencing Choral Music</p>
D. Time Signatures	<p>The students will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate, by singing or playing, various time signatures</li> <li>2. Understand gestures and conduct duple, triple quadruple and mixed meters</li> </ol>	<p>Self-Assessment</p> <p>Peer Assessment</p> <p>Provide examples of famous or pop tunes in 4/4, 3/4, 2/4, etc.</p>	<p>Approved Vocal Music Literature</p>

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	3.Top and bottom number usage	Connect by discussing conducting patterns for the different time signatures. Let students volunteer to illustrate different patterns while class counts.	
E. Rhythm	The students will: 1. Chant, sing, or play rhythms using whole, half, quarter, eighth, sixteenth notes and rests 2. Dotted half-quarter, dotted quarter-eight, dotted eighth-sixteenth, combinations 3. Demonstrate duration of notes and rests in changing meter 4. Demonstrate an understanding of performing vocal ornamentation within the opera score	Self-Assessment Peer Assessment Each section creates a rhythm pattern to be performed with other sections' rhythms simultaneously. Each section should give other sections grades based on their performance.	Approved Vocal Music Literature Resource- The Singing Road (Ward) Pub. Carl Fischer
IV. Performance Literature A. West Tennessee Honor choir music B. Literature in four or more parts C. Grade 5 or higher literature (scale 1-6)	The Student will 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	Discuss and demonstrate straight tone singing vs vibrato. Students defend the choice of using either style. Which is more appropriate in each time time period? Observe sectional rehearsals Allow students to organize and administrate these rehearsals	Music Technology via Pocketrak Audio Recording

**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>Listen Evaluate</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast diverse opera types (ex. Baroque vs. 20th century tone)</li> <li>2. Compare and contrast tone quality among styles (ex. opera vs. operetta.)</li> <li>3. Recognize use of form as a compositional device to bring about unity and contrast</li> <li>4. Discuss the manipulation of the elements of music to convey composers intent</li> <li>5. Identify the main components (i.e., exposition, inciting incident, rising action, climax, falling action, conclusion) of an opera scene by creating a plot diagram</li> </ol>	<p>Projects Oral critique Critical Listening as Evidenced via Written Reflection Students can list 3 pieces of choral lit from the different time periods.</p>	<p>Resource- Teaching Music in the Urban Classroom (Campbell) GIA Publication  Resource- Teaching Music Through Performance in Choir- GIA Publications</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>Arrange Compose Improvise</p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Improvise melodic and rhythmic patterns in response to aural prompts,</li> <li>2. Use of technology to develop useful vocal exercises</li> <li>3. Develop scripted scenes through individual or collective experiences.</li> <li>4. Write a short scene based on individual experience. Write, as a group, a short scene based on shared experiences.</li> <li>5. Use multimedia applications in creating original operas</li> <li>6. Vocal improvisation in various keys and modes</li> </ol>	<p>Portfolio Performance Event</p> <p>Assess original sightreading examples written by students by performing them as a class.</p>	<p>Music Technology via Sibelius Notation Software MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit Resource- MENC: Getting Started with Vocal Improvisation (Madura)</p>
<p>Notate</p>	<p>Upon hearing, students notate rhythmic patterns in simple and compound meters Upon hearing, students identify melodic intervals of M2 through P8 Students recognize upon sight, treble and bass clef line and space notes and ledger notes up to B above and F below the treble staff and F above and F below the bass staff</p>	<p>Audio/video recording Projects</p> <p>Students Create Theory Packets and exchange them to be peer graded. Teacher gives participation grade for this.</p>	<p>Music Technology via Sibelius Notation Software</p>

		Have students view recordings they made on their own and give peer assessment.	
<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 Apply</p>	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Classify aurally presented music by genre, style, and historical period</li> <li>2. Compare/contrast use of music in various cultures and time periods</li> <li>3. Identify music vocations and avocations in the Memphis community</li> <li>4. Demonstrate proper performance and audience etiquette</li> <li>5. Design/apply criteria for informed evaluation about quality and effectiveness of opera performances</li> <li>6. Investigate the relationship of music to other fine arts and disciplines outside the arts.</li> </ol>	<p>Short-answer and sentence completion.                  Selected Response (matching, multiple choice, T/F)                  Give formal and informal performances                  Allow students to adjudicate other performances or each other.                  Successfully identify what era each piece the students are performing is from.                  Students create adjudication forms for judging other performances.</p> <p>Field Trips/Group Events</p> <p>Portfolio</p>	<p>Connexions Website for integration: <a href="http://cnx.org/">http://cnx.org/</a>                  Smart Music Interactive Software                  Solo/Ensemble Material</p> <p>Interdisciplinary connections:                  Social Studies: Music in the quadrivium of ancient Western academic philosophy                  Social Studies: Western vs. Eastern music traditions                  Social Studies: Classical vs. popular/folk styles</p>

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>Second Nine Weeks</b>			
<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> </ul>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<ul style="list-style-type: none"> <li>Sense of ensemble</li> </ul> <p>HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>Tonal center/key relations</li> <li>Scale construction</li> <li>Pitch and rhythm work</li> <li>Range development</li> <li>Diction, pronunciation, vowel formation, and clarity of text</li> <li>Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul> <p>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.</p> <p><b>Foundation P3</b>  <b>Convey and express meaning through the performance of artistic work.</b></p> <p>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.</p> <p>HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>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.</p> <p>HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.</p> <p>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.</p> <p>HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.</p>			
<p><b>I. Tone Production</b></p>			
<p>A. Posture</p>	<p>The students will continue to demonstrate proper sitting and standing posture</p>	<p>Embedded Assessments                      Posture rubrics                      Self/Peer assessments                      Mirroring/partners                      Teacher observation</p>	<p>MCS Adopted Textbook:                      Experiencing Choral Music                      Teacher Resource Kit</p>
<p>B. Phonation and Resonation</p>	<p>The student will:</p>	<p>Rubric/Checklist</p>	<p>MCS Adopted Textbook:</p>

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# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<ol style="list-style-type: none"> <li>1. Sing independently, demonstrating accurate intonation, proper tone production, and good resonance using moderately difficult to difficult literature</li> <li>2. Exhibit, describe, and critique tone production technique experienced during rehearsal and performances</li> <li>3. Dark v. light sounds</li> </ol>	<p>Concept Mapping                      Mirroring                      Exercises executed as individuals and as a class                      Written and oral identification tests                      Identification Homework assignments                      Discuss dark vs. light and other descriptors for tone                      Use listening examples                      Give feedback to live performances and recorded</p>	<p>Experiencing Choral Music                      “The Structure of Singing” by Richard Miller</p>
C. Breathing	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Understand the function of the diaphragm in breathing</li> <li>2. Correlate breath flow with pitch production</li> <li>3. Locate, describe and demonstrate use of the following in breathing                             <ol style="list-style-type: none"> <li>a. the diaphragm</li> <li>b. abdominal muscles</li> <li>c. intercostal muscles</li> <li>d. rib cage/sternum</li> </ol> </li> </ol>	<p>Teacher Observation Use partners to demonstrate, mirror, and critique                      Discuss inhale and exhale control                      Draw a connection between breath control and vowel sound or phrase length.                      Perform breathing exercises as a class                      Use competition                      On Demand Demonstrations</p>	<p>MCS Adopted Textbook:                      Experiencing Choral Music: Teacher Resource Kit</p> <p>Interdisciplinary Connection:                      Physiology of Human Voice</p>
D. Diction	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate correct articulation with the consonant r (omit, flip, trill)</li> <li>2. Use articulators to properly produce the following initial and final consonants                             <ol style="list-style-type: none"> <li>a. both lips--m, p</li> <li>b. bottom lip and top teeth--v, f</li> <li>c. teeth and tongue--t, d, l, n</li> </ol> </li> </ol>	<p>Vocal Exam Rubric                      Discuss how diction effects tempo, expression, phrasing                      Chart out sounds in different languages                      Discuss how vowel placement effects blend</p>	<p>Resource: Pronunciation Guide for Choral Literature (MENC Publication)</p> <p>MCS Adopted Textbook:                      Experiencing Choral Music</p>

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<ol style="list-style-type: none"> <li>3. Demonstrate understanding of classification and proper production of the following vowels:                             <ol style="list-style-type: none"> <li>a. bright--ee, eh</li> <li>b. dark--oh, oo</li> <li>c. neutral--ah</li> <li>d. schwa</li> </ol> </li> </ol>		
<b>II. Expression</b>			
A. Dynamics	The students will demonstrate <ol style="list-style-type: none"> <li>1. ppp through fff</li> <li>2. full ensemble crescendo and decrescendo</li> <li>3. effective blend and balance of all vocal parts</li> </ol>	Ensemble Performance Event Discuss terraced versus crescendo/decrescendo Create Timeline for development of symbols Discuss how gesture relates to dynamics – follow as a class. Formative, Structured Product	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
B. Tempo	The student will demonstrate: <ol style="list-style-type: none"> <li>1. ability to sing effectively in various tempi</li> <li>2. effective use of rubato with or without conductor</li> </ol>	Performance Event Teacher Observation Discuss BPM Terminology worksheet/quiz Discuss internalizing the beat Execute rubato as a class and with volunteer conductors to be observed	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
C. Text painting and word/syllable stress	The student will <ol style="list-style-type: none"> <li>1. place proper agogic stress on English and foreign</li> <li>2. demonstrate concept of text painting</li> <li>3. translate and understand foreign language text</li> </ol>	Peer Evaluation Written Assessment Discuss examples of text painting	Approved Vocal Music Literature Foreign language dictionary
D. Phraseology	The student will <ol style="list-style-type: none"> <li>1. demonstrate how to musically perform repeated phrases, text, or sections of a piece</li> <li>2. take breaths in proper places before and after phrases</li> </ol>	Teacher Observation Performance Event Identify phrase markings Respond as a class to phrasing	Approved Vocal Music Literature List of Phrase and Beat Stress Rules

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<ol style="list-style-type: none"> <li>3. demonstrate proper initiation and denouement of phrases</li> <li>4. staggered breathing for long, sustained phrases</li> </ol>	gestures from conductor/teacher Discuss rules about breathing in phrases and punctuation	
<b>III. Literacy</b>			
A. Pitch Notation	The student will: <ol style="list-style-type: none"> <li>1. Identify names of lines and spaces on the alto clef</li> <li>2. Identify and notate ledger lines on treble and bass clef</li> <li>2. Identify, define, and write sharp, flat, and natural signs</li> <li>3. Construct major scales all keys</li> <li>4. Write and explain key signatures for all major keys</li> </ol>	Written Assessments Sequential Formative Assessment Create your own 16 measure exercise using quarter, half, whole and eighth notes Exam covering all major and minor key signatures	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
B. Sight-Singing and Ear-Training	The student will: <ol style="list-style-type: none"> <li>1. Identify the tonic and dominant notes and chords upon hearing and seeing</li> <li>2. Recognize upon hearing and seeing the following intervals                             <ol style="list-style-type: none"> <li>a. Perfect octaves, fourths, and fifths</li> <li>b. Major seconds, thirds, sixths</li> <li>c. Whole step (major second) and half step (minor second)</li> </ol> </li> <li>3. Sight read major, minor, modal, and chromatic melodies</li> <li>4. Sight read a four part piece from open score using solfege</li> </ol>	Rubric On-demand Performances Sequential Formative Assessments Perform examples as a class, in small groups and as individual volunteer. Use sight identification and aural with written exams and listening examples. Identify chords performed by teacher. Major/minor Perform exercise of random whole and half steps.	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing Melodia sight singing series
C. Use of music terminology	The student will: <ol style="list-style-type: none"> <li>1. Identify, describe, and respond to first and second endings</li> <li>2. Identify, describe, and respond to repeat signs</li> <li>3. Become familiar with musical terms appearing in each section of assigned literature</li> </ol>	Short-answer and sentence completion. Selected Response (matching, multiple choice, T/F) Define terms found in sections of selected repertoire.	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit



# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
		Create a quiz as a class	
D. Time Signatures	The student will: <ol style="list-style-type: none"> <li>1. Demonstrate by singing or playing, various time signatures</li> <li>2. Respond to and demonstrate basic conducting gesture for music in duple, triple, quadruple meters</li> <li>3. Demonstrate understanding of top and bottom number</li> </ol>	Self-Assessment Peer Assessment Discussion - Compare/Contrast to fractions in mathematics. Half of class counts while half sings	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
E. Rhythm	The student will chant, sing, or play the following rhythm combinations <ol style="list-style-type: none"> <li>1. dotted half-quarter</li> <li>2. dotted quarter-eighth</li> <li>3. dotted eighth-sixteenth</li> <li>4. syncopated rhythms</li> <li>5. Identify and define the use of the dot</li> </ol>	Self-Assessment Peer Assessment Partners write 1 measure exercises for one another and assess one another's performance.	Approved Vocal Music Literature
IV. Performance Literature and Practices			
	The students will: <ol style="list-style-type: none"> <li>1. Perform an aria from an operetta and an opera, both in English and Italian</li> <li>2. Study and perform literature representing diverse historical periods, styles, and cultures</li> <li>3. Attend all required performances and required rehearsals, including before and after regular school hours</li> <li>4. Maintain the voice in proper singing condition</li> </ol>	Performance Event Field Trips Winter Concert – Christmas, Hanukkah, etc. Journal the stamina of the voice throughout semester	Teaching Music Through Performance in Choir Vols. 1 and 2-- GIA Publication  Texas UIL List at <a href="http://www.uil.utexas.edu/music/pml.html">www.uil.utexas.edu/music/pml.html</a>  Rock N Soul Museum <i>Musical Guide for Educators</i>

**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**

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p><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.</p> <p>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.</p> <p>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>Listen Evaluate</p>	<ol style="list-style-type: none"> <li>1. Compare and contrast tone quality among diverse opera styles and time periods.</li> <li>2. Identify basic form of assigned literature</li> <li>4. Design a individual and group performance rubrics based on knowledge of technique and musicianship</li> <li>6. Listen to recordings of school performances and rehearsals and various other opera performances, and accurately critique tone, intonation, diction, and overall vocal technique</li> </ol>	<p>Oral Critique                      Written Critique                      Student-Developed Rubric                      Observe classmates singing in different styles and listen to recordings of class favorites.                      Offer critique through class discussion and journal entry.</p>	<p>MCS Adopted General Music Text:                      Music: It's Role and Purpose in Our Lives</p>
<p><b>RESPOND</b>  <b>Foundation R1</b>  <b>Perceive and analyze artistic work.</b>                      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.</p> <p>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.</p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>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.</p> <p>HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>Foundation R2</b>  <b>Interpret intent and meaning in artistic work.</b>                      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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Foundation R3</b>  <b>Apply criteria to evaluate artistic work.</b>                      HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.</p>	<p>1. Using voice, percussions, or keyboard, compose melodies, harmonies, and in 2/4, 3,4 and 4/4 meter</p> <p>2. Given a four measure chord patterns, students will improvise with voice, rhythms, or keyboards</p> <p>3. Compose, record, notate music using Yamaha Pocket Tracks digital recorder, Sibelius and Finale notation software</p>	<p>Class Demonstrations</p> <p>Audio Portfolio</p> <p>Compose sight reading examples</p> <p>Hold competition to choose selections to be used in class.</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>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>Relate</p> <p>Apply</p>	<ol style="list-style-type: none"> <li>1. Create a story based on the text of a song and discuss how the elements of music contribute to the effect of the story</li> <li>2. Combine history, drama, and music in an in-class presentation</li> <li>3. Describe the influence of society, culture, and technology on music composition</li> </ol>	<p>Individual/Group Project</p> <p>Written/Oral Reports</p> <p>Observe small groups lecture on multi-movement works</p>	<p>MCS Adopted General Music Textbook: Music: It's Role and Purpose In Our Lives</p> <p>Guest Speakers from Local Arts Community</p>

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>Third Nine Weeks</b>			
<p><b>PERFORM</b></p> <p><b>Foundation P1</b></p> <p><b>Select, analyze, and interpret artistic work for presentation.</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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></p> <p><b>Develop and refine artistic techniques and work for presentation.</b></p>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>HS1. -HS4 VM.P2.A Demonstrate the ability to read and notate music individually and/or in ensemble settings.</p> <p>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> <p>HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul> <p>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.</p> <p><b>Foundation P3</b>  <b>Convey and express meaning through the performance of artistic work.</b></p> <p>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.</p> <p>HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>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.</p> <p>HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.</p> <p>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.</p> <p>HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.</p>			
<b>I. Tone Production</b>			
A. Posture	Students will consistently demonstrate proper sitting/standing posture	Embedded Assessment	MCS Adopted Textbook:

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	for singing	Posture rubrics Self/Peer assessments Mirroring/partners Teacher observation	Experiencing Choral Music: Teacher Resource Kit
B. Phonation and Resonation	The student will: <ol style="list-style-type: none"> <li>1. Demonstrate warm straight tone v. vibrato</li> <li>2. Demonstrate proper mouth space producing tall, uniform vowels</li> <li>3. Demonstrate a lifted soft palate</li> <li>4. Define and demonstrate resonance and the resonating chambers--sinuses, mouth, throat, chest</li> <li>5. Demonstrate singing "<i>in the mask</i>"</li> <li>6. Discuss and demonstrate the neutral vowel</li> </ol>	Rubric/Checklist Mirroring/Peer Assesment Class Discussion – How does breathe support effect vibrato? Observe Individual Demonstration Volunteers	MCS Adopted Textbook: Experiencing Choral Music
C. Breathing	The student will: <ol style="list-style-type: none"> <li>1. Develop breath control needed to sustain choral tone through sustained phrases</li> <li>2. Develop breathing techniques emphasizing open throat</li> <li>3. continued development breath control adequate for performing melismas, crescendos, and sustained phrases:               <ol style="list-style-type: none"> <li>a. abdominal expansion and control</li> <li>s. use of abdominal wall to sustain breath flow</li> <li>c. constant air flow/breath pressure to sustain pitch</li> </ol> </li> <li>4. Continued discovery of staggered breathing techniques</li> </ol>	Teacher Observation On Demand Demonstrations Mirroring Exercises executed as individuals and as a class Observe Class Warming Up with long tones	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
D. Diction	The student will: <ol style="list-style-type: none"> <li>1. Define, describe, and demonstrate the diphthongs</li> <li>2. Accurately place the nucleus and off-glides of the above diphthongs</li> <li>3. Develop good diction through the precise articulation of all consonants</li> <li>4. Sing all literatures and exercises with blended, supported vowels leading to improved intonation</li> <li>5. Develop proper Latin, French, German, Hebrew, Italian, Spanish, Russian, and English diction</li> </ol>	Vocal Exam Rubric Terminology Worksheet for diphthong and Ask class for examples in literature	Resource: Pronunciation Guide for Choral Literature (MENC Publication)  MCS Adopted Textbook: Experiencing Choral Music
<b>II. Expression</b>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate proper vocal technique for various styles of music</li> <li>2. Sing expressively, using appropriate facial expression and, where, appropriate, physical movement (choreography)</li> <li>3. Explain internal (emotional and psychological) qualities of a character based on background information within an opera score. Explain external traits (e.g., posture, body movement, voice, mode of dress) of a given character.</li> <li>4. Demonstrate body movement appropriate to specified character traits. Demonstrate vocal techniques appropriate to a given character.</li> </ol>	<p>Performance Event</p> <p>Observe students making markings in score for expression with no cue from teacher or conductor</p>	<p>Approved Vocal Music Literature</p> <p>MCS Adopted General Music Textbook: Music: Its Role and Purpose in Our Lives</p>
A. Dynamics	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Properly employ a wide range of dynamics and dynamic changes to effectively communicate the text of assigned literature</li> <li>2. Demonstrate understanding of appropriate dynamic levels for each historical period:               <ol style="list-style-type: none"> <li>a. Layering of voices (terraced dynamics) for Renaissance, Baroque literature</li> <li>b. Controlled use of crescendo, decrescendo for Classic literature</li> <li>c. Use of ppp and fff and dramatic crescendos and decrescendo for Romantic, Twentieth Century literature</li> </ol> </li> </ol>	<p>Ensemble Performance Event</p> <p>Formative, Structured Product</p> <p>Discuss how gesture relates to dynamics – follow as a class.</p> <p>Exam on Baroque/Classical vs. Romantic – dynamic</p> <p>Identify examples of composers and compositions</p>	<p>MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit</p>
B. Tempo	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate competency and effectiveness in tone production and expression while singing at various tempi, largo through presto</li> <li>2. Discuss and demonstrate the use of tempo and tempo changes as a compositional device</li> </ol>	<p>Performance Event</p> <p>Teacher Observation</p>	<p>MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit</p>
C. Text painting and word/syllable stress	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Determine appropriate or inappropriate word stress</li> <li>2. Sing with appropriate syllabic stress</li> </ol>	<p>Peer Evaluation</p> <p>Self-Evaluation</p> <p>Observe markings in music mad by students</p>	<p>Approved Vocal Music Literature</p>
D. Phraseology	<p>The student will</p> <ol style="list-style-type: none"> <li>1. sing phrases demonstrating the three basic articulations--legato,</li> </ol>	<p>Teacher Observation</p> <p>On Demand Performance</p>	<p>Approved Vocal Music Literature</p>

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	staccato, marcato 2. Demonstrate ability to sing long sustained phrases with pitch accuracy 3. Demonstrate effective use of staggered breathing	Discuss and identify conducting gestures that effect phrasing	
<b>III. Literacy</b>			
A. Pitch Notation	The student will: 1. Identify ALL Major key signatures  2. Construct ALL major scales and minor scales 3. Develop intonation awareness through study of chromatic scale	Written Assessments Sequential Formative Assessment Students create their own quiz for key signatures	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
B. Sight-Singing and Ear-Training	The student will: 1. Properly identify and sing augmented and diminished intervals using solfege 2. Properly execute enharmonic intervals 3. Properly navigate key changes in a literature	Rubric On-demand Performances Sequential Formative Assessments Write sight reading exercises and games for peers and perform them, perhaps in pairs.	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing Melodia Sightreading ssries
C. Use of music terminology	The student will: 1. Identify, describe, and respond to first and second endings 2. Identify, describe, and respond to repeat signs 3. Become familiar with musical terms appearing in each section of assigned literature	Short-answer and sentence completion. Selected Response (matching, multiple choice, T/F)	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
D. Time Signatures	The students will: 1. Sing literature with mixed meters 2. Respond to mixed meter conducting gestures 2. Count, chant, and/or sing in time signatures with 8 as the bottom number	Self-Assessment Peer Assessment In Class Demonstrations	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
E. Rhythm	The student will: 1. Describe and demonstrate the effect of the dot on quarter and whole notes 2. Identify, define, and sing eighth notes and rests 3. Develop proficiency in rhythm reading by subdividing the beat 4. Sing changing meters and syncopation with accuracy	Self-Assessment Peer Assessment Written Assessments Perform – clap, chant	Approved Vocal Music Literature



Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>IV. Performance Literature and Practices</b>	The students will: <ol style="list-style-type: none"> <li>1. Sing opera literature from English, American and Italian composers</li> <li>2. Perform individually in small and large ensembles</li> <li>3. Perform solo, if desired</li> <li>4. Attend all required performances</li> <li>5. Attend all required rehearsals, including before and after regular school hours</li> <li>6. Demonstrate responsible use and care of the voice:                             <ol style="list-style-type: none"> <li>a. avoiding and treating hoarseness</li> <li>b. avoiding and treating sinusitis/laryngitis</li> <li>c. proper technique for singing "through" illness</li> </ol> </li> <li>7. Demonstrate proficiency in solo or small ensemble literature at WTVMEA Solo/Ensemble Festival</li> <li>8. Demonstrate and articulate proper concert etiquette</li> </ol>	WTVMEA Solo & Ensemble Rubric Vocal Exam Rubric Attendance Checklist Participate in solo and ensemble Students create and administer a solo competition. Observe students attending a performance as a group Grade Students for creating a guide to caring for the voice properly Grade a diagram of the vocal instrument done by each student.	Resources- <a href="#">Pathways of Song</a> (LaForge/Earhart) Pub. Hal Leonard <a href="#">The Singing Road</a> (Ward) Pub. Carl Fischer <a href="#">The Young Singer</a> (Row) Pub. R. D. Row Music <a href="#">Standard Vocal Repertoire</a> (Row) Pub. Carl Fischer Approved Vocal Music Literature
<p><b>CREATE</b></p> <p><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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p>HS1.and HS2 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.</p> <p>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.</p> <p>HS3.and HS4 VM.Cr3.B Present finalized composition and/or improvisation individually or as an ensemble.</p>			
<p>Listen Evaluate</p>	<ol style="list-style-type: none"> <li>1. Listen and critique rehearsal recordings identifying areas for improvement in vocal production, and musical interpretation.</li> <li>2. View and critique videotapes of rehearsals and performances</li> </ol>	<p>WTVMEA or other Adjudication Rating Form</p> <p>Vocal Exam Rubric</p> <p>Adjudicate by score, including comments and feedback.</p>	
<p><b>RESPOND</b></p> <p><b>Foundation R1</b></p> <p><b>Perceive and analyze artistic work.</b></p> <p>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.</p> <p>HS1.VM.R1.B Analyze and explain how context and manipulation of musical elements influence response to music.</p> <p>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.</p> <p>HS2.and HS3 VM.R1.B Analyze and explain how context, manipulation of musical elements, and form inform response to music.</p> <p>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.</p> <p>HS4.VM.R1.B Analyze and explain how context and the manipulation of musical elements influence response to music.</p> <p><b>Foundation R2</b></p> <p><b>Interpret intent and meaning in artistic work.</b></p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>Foundation R3</b> <b>Apply criteria to evaluate artistic work.</b> HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.			
Arrange Compose Improvise Notate	<ol style="list-style-type: none"> <li>1. Use imagination to create a character.</li> <li>2. Develop characters through facial expressions, body language, and voice.</li> <li>3. Explore physical and emotional depths of characters.</li> <li>4. Employ improvisational skills using appropriate guidelines to develop a character.</li> <li>5. Implement movement and vocal techniques to express character traits.</li> </ol>	Portfolio Audio Portfolio In Class Performances Class listens to different compositions from students Peer assessment Pieces are performed Peers make suggestions to improve the pieces.	TMA or Piano Lab Music Technology via Pocketrak Audio Recording
<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.  <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.			
Relate Apply	The students will: <ol style="list-style-type: none"> <li>1. Perform literature from various cultures associated with the holiday season</li> <li>2. Compare and contrast holiday celebrations of domestic and international regions, cultures, and countries and sing representative literature of each</li> <li>3. Research the evolution of contemporary American music from the roots of African American spirituals</li> <li>4. Research the influence of other countries/cultures on the development of American music</li> </ol>	Performance Event Field Trips Written/Oral Critique Spring Choir Trip Participation in District and State Level Festivals Journal about the contributions of world music to American folk music. For example, African music and	Approved Vocal Music Literature Ken Burns "Jazz" documentary

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
		African American spirituals. Also find classical elements in spirituals.	

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<b>Fourth Nine Weeks</b>			
<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>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<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> <p>HS1. -HS4 VM.P2.C Demonstrate technical accuracy through appropriate use of:</p> <ul style="list-style-type: none"> <li>• Tonal center/key relations</li> <li>• Scale construction</li> <li>• Pitch and rhythm work</li> <li>• Range development</li> <li>• Diction, pronunciation, vowel formation, and clarity of text</li> <li>• Expressive elements including dynamics, phrasing, and stylistic characteristics</li> </ul> <p>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.</p> <p><b>Foundation P3</b>  <b>Convey and express meaning through the performance of artistic work.</b></p> <p>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.</p> <p>HS1.VM.P3.B Demonstrate an understanding of expressive intent by connecting with an audience through prepared and/or improvised performances.</p> <p>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.</p> <p>HS2.VM.P3.B Demonstrate an understanding of intent as a means for connecting with an audience through prepared or improvised performances.</p> <p>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.</p> <p>HS3.and HS4 VM.P2B Demonstrate an ability to engage with and respond to audience members in performance of prepared and improvised music.</p>			
<p><b>I. Tone Production</b></p>			
<p>A. Posture</p>	<p>The student will demonstrate proper sitting and standing posture at all rehearsals and performances.</p>	<p>Embedded Assessment                      Mirroring/partners                      Teacher observation</p>	<p>MCS Adopted Textbook:                      Experiencing Choral Music: Teacher Resource Kit</p>

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
		Journal on the power of body language and use that in context with another subject area or classroom setting.	
B. Phonation and Resonation	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Sing independently, demonstrating accurate intonation, proper tone production, and good resonance using moderately difficult to difficult literature</li> <li>2. Exhibit, describe, and critique tone production technique experienced during rehearsal and performances</li> </ol>	<p>Rubric/Checklist                      Mirroring                      Exercises executed as individuals and as a class                      Written and oral identification tests                      Identification Homework assignments</p>	<p>MCS Adopted Textbook:                      Experiencing Choral Music</p>
C. Breathing	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Understand the function of the diaphragm in breathing</li> <li>2. Correlate breath flow with pitch production</li> <li>3. Locate, describe and demonstrate use of the following in breathing                             <ol style="list-style-type: none"> <li>a. the diaphragm</li> <li>b. abdominal muscles</li> <li>c. intercostal muscles</li> <li>d. rib cage/sternum</li> </ol> </li> </ol>	<p>Teacher Observation                      On Demand Demonstrations                      Use partners to demonstrate, mirror, and critique                      Discuss inhale and exhale control                      Draw a connection between breath control and vowel sound or phrase length.                      Perform breathing exercises as a class                      Bring something that works similarly to the human diaphragm to class as a show and tell item and show how they are similar. I.e. helium tank and balloon.                      Create game where the class guesses which piece a student is performing based solely on the breathing of the phrase they have chosen.</p>	<p>MCS Adopted Textbook:                      Experiencing Choral Music: Teacher Resource Kit</p> <p>Interdisciplinary Connection:                      Physiology of Human Voice</p>

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
D. Diction	The student will: <ol style="list-style-type: none"> <li>1. Demonstrate correct articulation of all IPA consonant sounds.</li> <li>2. Use articulators to properly produce the following initial and final consonants</li> <li>3. Demonstrate understanding of classification and proper production of the following vowels:</li> </ol>	Vocal Exam Rubric Grade exercises and exams created by the students themselves Peer assessment Using partners	Resource: Pronunciation Guide for Choral Literature (MENC Publication)  MCS Adopted Textbook: Experiencing Choral Music
II. Expression	The student will: <ol style="list-style-type: none"> <li>1. Perform expressively, from memory and notation, a varied repertoire of music representing diversity in culture, style, and historical periods</li> <li>2. Show a character's emotion through the use of facial expression.</li> <li>3. Show a character's emotion through the use of body movement.</li> <li>4. Show a character's emotion through voice manipulation.</li> </ol>	Spring Concert	Appropriate Literature
A. Dynamics	The student will: <ol style="list-style-type: none"> <li>1. Define and execute               <ol style="list-style-type: none"> <li>a. pianoforte</li> <li>b. mezzo piano</li> <li>c. piano</li> <li>d. mezzo forte</li> <li>e. forte</li> <li>f. sforzando</li> </ol> </li> </ol>	Ensemble Performance Event Class evaluation of student conductor(s) Formative, Structured Product	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
B. Tempo	The student will: <ol style="list-style-type: none"> <li>1. Demonstrate competency and effectiveness in tone production and expression while singing at various tempi, largo through presto</li> <li>2. Discuss and demonstrate the use of tempo and tempo changes as a compositional device</li> </ol>	Performance Event Teacher Observation Student conductor fluctuates the tempo and class must follow	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit
C. Text painting and word/syllable stress	The student will: <ol style="list-style-type: none"> <li>1. Demonstrate proper execution of the slur over one or several notes</li> </ol>	On Demand Performances Peer Evaluation	Approved Vocal Music Literature

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<ol style="list-style-type: none"> <li>2. Employ appropriate crescendos/decrescendos on lengthy notes</li> </ol>	Self Evaluation	
D. Phraseology	<p>The student will consistently sing musical phrases</p> <ol style="list-style-type: none"> <li>1. Arsis and thesis of each phrase</li> <li>2. Legato, marcato, or staccato singing as needed</li> <li>3. Take breaths ONLY at appropriate places before or after the phrase</li> <li>4. Develop staggered breathing technique to avoid interruption of lengthy phrases</li> </ol>	<p>Teacher Observation</p> <p>On Demand Performance</p> <p>Student conducting – use different style gestures to get different results for which the music is calling.</p>	Approved Vocal Music Literature
<b>III. Literacy</b>			
A. Pitch Notation	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify lines and spaces of treble alto and bass staves</li> <li>2. Identify, define, sing, and construct a major scale and harmonic and melodic scales</li> <li>3. Construct chords and triads on the staff</li> <li>4. Define and describe use of sharp, flat, natural</li> <li>5. Define, identify ALL Major and minor key signatures</li> </ol>	<p>Written Assessments</p> <p>Sequential Formative Assessment</p>	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
B. Sight-Singing and Ear-Training	<p>The student will:</p> <ol style="list-style-type: none"> <li>1. Identify the tonic and dominant notes and chords upon hearing and seeing</li> <li>2. Recognize upon hearing and seeing the following intervals               <ol style="list-style-type: none"> <li>a. Perfect octaves, fourths, and fifths</li> <li>b. Major seconds, thirds, sixths</li> <li>c. Whole step (major second) and half step (minor second)</li> </ol> </li> <li>3. Sight read major, minor, modal, and chromatic melodies</li> <li>4. Sight read a four part piece from open score</li> </ol>	<p>Rubric</p> <p>On-demand Performances</p> <p>Sequential Formative Assessments</p>	MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing
C. Use of music terminology	<p>The students will</p> <ol style="list-style-type: none"> <li>1. Recognize and use the following signs and symbols               <ol style="list-style-type: none"> <li>a. staff</li> <li>b. treble and bass staff</li> <li>c. single and double bar lines</li> <li>d. da capo</li> <li>e. first and second endings</li> <li>f. repeat signs</li> <li>g. fermata</li> <li>h. ritardando</li> </ol> </li> </ol>	<p>Short-answer and sentence completion.</p> <p>Selected Response (matching, multiple choice, T/F)</p> <p>Written Assessments</p>	MCS Adopted Textbook: Experiencing Choral Music: Teacher Resource Kit



# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	<ul style="list-style-type: none"> <li>i. simile</li> <li>j. accent</li> <li>l. tenuto</li> <li>m. a tempo</li> </ul> <p>2. Define and demonstrate extensive knowledge and use of the technical vocabulary of music found in assigned vocal literature</p>		
D. Time Signatures	<p>The student will:</p> <ul style="list-style-type: none"> <li>1. Identify constant and changing meter</li> <li>2. Demonstrate understanding of x/4, x/8 time signatures</li> </ul>	<p>Self-Assessment Peer Assessment In Class Demonstrations Student conductors must change conducting patterns upon cues given from class that time signature is changing.</p>	<p>MCS Adopted Textbook: Experiencing Choral Music: Intermediate and Proficient Sight-Singing</p>
E. Rhythm	<p>The student will:</p> <ul style="list-style-type: none"> <li>1. Define and demonstrate downbeat and anacrusis</li> <li>2. Read, write, and sing rhythms that incorporate complex rhythm patterns in simple, compound, and asymmetric meters</li> </ul>	<p>On Demand Demonstrations Self Assessments Peer Assessments Create game like the “machine” where each part is making a sound to a different rhythm.</p>	<p>Approved Vocal Music Literature</p>
<b>IV. Performance Literature and Practices</b>	<p>The students will:</p> <ul style="list-style-type: none"> <li>1. Sing literature in three/four part harmony, with and without accompaniment</li> <li>2. Sing and recognize the following forms: rounds, canons, descants, partner songs, AB form, ABA form, strophic form, repetition and contrast</li> <li>3. Study and perform literature representing diverse historical periods, styles, and cultures</li> <li>4. Attend all required performances</li> <li>5. Attend all required rehearsals, including before and after regular school hours</li> <li>6. Maintain the voice in proper singing condition</li> </ul>	<p>WTVMEA Solo &amp; Ensemble Rubric Vocal Exam Rubric Attendance Checklist District and State Level Festivals Participation in All-State Honor Choir Performances abroad city and region Students fin performances online of pieces they have learned throughout the year.</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><b>CREATE</b> Foundation Cr1</p>			

# SCS Instructional Map

# HS Opera

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p><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>Listen Evaluate</p>	<ol style="list-style-type: none"> <li>1. Attend performance of an area professional or collegiate opera ensembles</li> <li>2. Analyze music performances, notation, rhythm, meter, and texture using standard music notation</li> <li>3. Analyze music forms of performing and standard repertoire</li> </ol>	<p>Oral Critique                      Written Critique                      Student-Developed Rubric                      Draw a picture, paint something, or write a poem to describe what you heard.                      Journal about what a high school choir performance should sound/look like.</p>	<p>MCS Adopted General Music Text:                      Music: Its Role and Purpose in Our Lives</p>
<p><b>RESPOND</b></p>			

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
<p><b>Foundation R1</b>  <b>Perceive and analyze artistic work.</b>                      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.</p> <p>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.</p> <p>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.</p> <p><b>Foundation R2</b>  <b>Interpret intent and meaning in artistic work.</b>                      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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p><b>Foundation R3</b>  <b>Apply criteria to evaluate artistic work.</b>                      HS1.and HS4 VM.R3.A Apply appropriate criteria to evaluate musical works and performances.</p>			
Arrange Compose Improvise Notate	<ol style="list-style-type: none"> <li>1. Compose and notate rhythmic, melodic, and accompaniment exercises within specified guidelines</li> <li>2. Create musical compositions demonstrating various vocal styles</li> <li>3. Create compositions with contrasting sections</li> <li>4. Create and notate descant, ostinato, or other melodic and rhythmic accompaniments to enhance assigned literature</li> <li>5. Compose music using computer-generated or other sound</li> </ol>	Class Demonstrations Audio Portfolio Judge composition competition Use FINALE to compose an original composition of 4-8 measures	

Knowledge and Skills	Outcomes	Assessments	Instructional Menu
	sources 6. Improvise while singing traditional American music (jazz, gospel, folk, etc.)		
<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>			
Relate Apply	The student will: 1. Recognize, describe Renaissance music, 20 <sup>th</sup> Century music 2. Research, listen to, and sing celebratory music of various cultures 3. Describe the effects of music on society, culture, and technology 4. Describe ways in which subject matter of others disciplines taught in the school are interrelated with music a. lyrics of well-known poets set to music b. anatomy of the voice c. 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) d. Use of mathematical operations to calculate duration of notes in various time signatures 5. Explain a variety of music and music-related career options	Individual/Group Project Written/Oral Reports Service project Performance at graduation and other ceremonial events Portfolio and/or journal entries turned in	MCS Adopted General Music Text Music: Its Role and Purpose in Our Lives  Guest Speakers from Local Arts Community  Interdisciplinary Connections: Social Studies: Cultural Celebrations Drama: Broadway Musicals/Theater Anatomy/Physiology: The Human Voice World/Art History: Renaissance to present Mathematics: Fractions