**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. Acknowledging the need to develop competence in literacy and language as the foundations for all learning, Shelby County Schools developed the Comprehensive Literacy Improvement Plan (CLIP) and the SCS Curriculum Maps for Arts Education.

Designed with the teacher in mind, the Arts Education (Orff Music, Visual Art, Media Arts, Dance, Instrumental Music, and Vocal Music) curriculum maps focus on teaching and learning in the domains of Perform, Create, Respond, and Connect. 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: present, 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 indictors that are expected for students at a given time within the quarters/semester.

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

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

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

**Course Title: Choir**

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

**Purpose:**

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

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

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

### Grade Specific Benchmarks:

Sr. Chamber Singers I-IV

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

| **QUARTER 1** | | | | |
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| **KNOWLEDGE & SKILLS** | | **ACTIVITIES/OUTCOMES** | **ASSESSMENTS** | **RESOURCES** |
| **PERFORM:** | **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. | | | |
| **Tone Production**  **Posture** | | Sit with proper body alignment:   * Back away from chair * Both feet flat on floor * Chest held high * Chin level-not forward * Head level and high, far away from shoulders   Stand with proper body alignment:   * Feet shoulder-width apart * Knees slightly bent--not locked * One foot slightly forward   Both arms at sides. | Embedded Assessment  Posture rubrics | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Tone Production**  **Phonation and Resonation** | | Identify, discuss and demonstrate the proper use of the following body parts:   * Lungs * Diaphragm * Larynx * Vocal folds * Mouth/tongue   Demonstrate how to properly begin the tone.  Demonstrate knowledge of the vocal folds   * Location and operation of * Describe use of in vocalization * Describe and demonstrate vibration   Demonstrate awareness of the full body as the vocal instrument:   * Proper posture resulting in energized tone * Body activation from head to toe * Alert facial expression, raised eyebrows * Expanded abdominal area--front, sides, and back * Free, unrestrained vocal tone | Concept Mapping  Portfolio Checklist/rating form  On-demand Performance  Performance Event (create opportunities for students to perform for the class) | 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  Experiencing Choral Music: Teacher Resource Kit  Resource- Teaching Music Through Performance in Choir- GIA Publications  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Breathing** | | Breath with expanded abdomen on inhalation, relaxed abdomen on exhalation.  Distinguish relationship between breath support and pitch accuracy.  Breath with techniques on each phrase consistently.  Inhale with raised chest and lowered diaphragm.  Use abdominal muscles in controlling breath. | Teacher observation  On-demand demonstrations  Rubric | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Diction** | | Sing with basic vowel placements--ee, eh, ah, oh, oo  Show proper use of the articulators--lips, teeth, tongue, soft and hard palate.  Develop placement of initial and final consonants.  Sing with rounded, fluted lips to focus vowels. | Formative, Structured Experience | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Expression** | | Consistently perform with a sense of ensemble.  Perform while paying attention to vocal blend and ensemble balance.  Develop skill at listening to entire ensemble while singing. | Ensemble Performance Event |  |
| **Dynamics** | | Define and execute the following dynamic markings: pp, p, mp, mf, f, ff.  Accurately demonstrate the following dynamic changes:   * Crescendo * Decrescendo * Mesa di voce   Demonstrate awareness and understanding of *relative dynamics.*  *E*xplore proper use of extreme dynamics - ppp and fff. | Formative, Structured Product | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Tempo** | | Perform various tempo marking for assigned vocal pieces including:   * Allegro * Andante * Largo | Performance Event  Teacher Observation | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Text painting and word/syllable stress** | | Perform word stress when text painting occurs in assigned vocal literature.  Consistently place stress on important syllables of text and less stress on unimportant syllables. | Self-Evaluation  Peer Evaluation | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Phraseology** | | Properly manage breath to sustain an entire phrase.  Demonstrate awareness of "phrase shape."  Define and demonstrate phrase arsis and thesis. | On Demand Performances | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the **line** of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Literacy**  **Pitch Notation** | | Identify names of lines and spaces on treble and bass clefs.  Identify, define, and write sharp, flat, and natural.  Construct major scales form 0 to 3 sharps and flats.  Write and explain key signatures for 0 to 3 sharps and flats. | Written Assessment | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Sight-Singing and Ear-Training** | | Identify and define:   * Harmonic intervals * Melodic intervals * Half and whole steps   Identify, upon hearing, half and whole steps.  Sing and/or play whole, half, quarter notes and rests.  Demonstrate understanding of sight-reading technique in unison, two, and three parts in the key of G major.  Echo sing in the key of G major.  Sing assigned intervals correctly on neutral vowel and lyrics. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Use of music terminology** | | Accurately follow a choral score and responding appropriately to the following symbols:   * Staff * Bar line * Double bar line * Repeat sign * Grand staff * Page, system, measure numbers   Use appropriate terminology and vocabulary to describe music and performances.  Locate all vocal parts in a choral score.  Accurately number the measures in a choral score. | Written Assessment | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Time Signature** | | Sing, clap, chant in duple, triple, and quadruple meters.  Interpret meaning of the top and bottom x/4 and x/8 tine signatures.  Respond to and perform conducting patterns of the above time signatures. | Self-Assessment  Class Performance | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Rhythm** | | Clap, chant, and sing whole, half, quarter, eighth notes and rests.  Describe, define, and identify upon seeing, whole, half, quarter, eighth notes and rests.  Identify parts of each note and its significance. | Sequential Formative Assessment | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Performance Literature and Practices** | | Attend all required rehearsals, including before and after regular school hours.  Attend all required performances.  Develop awareness/understanding of the following topics in vocal care:   * Lubricating the vocal mechanism * Causes of and how to avoid hoarseness * Laryngitis, common cold * Proper use of medication * Pharyngitis   Proficiently perform two and three part music at a difficulty level of at least 2 on a scale of 1-6 on the Texas UIL List.  Identify, define, and sing an ostinato.  Demonstrate proficiency with WTVMEA All-West choral literature. | Attendance Checklist  WTVMEA Rating List/Inventory  Field Trips  School Performances | Teaching Music Through Performance in Choir Vols. 1 and 2-- GIA Publications    WTVMEA All-West Literature  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CREATE:** | **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. | | | |
| **Arrange**  **Compose**  **Improvise**  **Notate** | | Improvise short melodic and rhythmic patterns in response to aural prompts. Use technology and multimedia applications to create original music.  Notate several measures of rhythmic and melodic dictation in 2/4, 3/4, and 4/4 meter.  Create vocal harmony to a given melody.  Compose a descant or partner song to a given melody. | Class Demonstrations  Audio Portfolio | Music Technology via Pocketrak Audio Recording  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **RESPOND:** | **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. | | | |
| **Listen**  **Evaluate** | | Listen to recording or attend performances of various choral ensembles including, elementary, middle, high school choirs, treble chorus, boy choir, gospel choir.  Critique performances of choral ensembles using rubrics and adjudication instruments from various choral festivals. | Oral Critique  Written Critique | Music Technology via Pocketrak Audio Recording  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. |
| **CONNECT:** | **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres | | | |
| **Relate**  **Apply** | | Identify, sing, and describe canons.  Accurately hold voice part in imitative and non-imitative canons.  Compare and contrast the use of vocal/choral music in various cultures.  Research careers in music. | In Class Performances  Teacher Observation  Written/Oral Critique | Spotlight on Music  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |

| **QUARTER 2** | | | | |
| --- | --- | --- | --- | --- |
| **KNOWLEDGE & SKILLS** | | **ACTIVITIES/OUTCOMES** | **ASSESSMENTS** | **RESOURCES** |
| **PERFORM:** | **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. | | | |
| **Tone Production:**  **Posture** | | The students will continue to demonstrate proper sitting and standing posture. | Embedded Assessments  Posture rubrics  Self/Peer assessments | Experiencing Choral Music  Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Phonation and Resonation** | | Demonstrate proper placement of the five basic vowel sounds:   * Dark--oo, oh * Neutral—ah * Bright-- ee, eh   Show proper embouchure for producing tall, rounded vowels.  Apply basic vowel placements to languages (Latin, Italian, French, Spanish, German).  Demonstrate focus in the tone:   * Rounded, fluted lips * Focused, narrow stream of air from the lips while singing | Teacher observation  On-demand demonstrations | Resource: Innocent Sounds-Books 1 and 2-Marie Stultz-Cokesbury Publishers  Experiencing Choral Music  Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Breathing** | | Compare and contrast diaphragmatic and clavicle breathing.  Show expansion in front, on sides, and back of abdominal area.  Display consistent proficiency in managing breath.  Display proper breath technique using chest voice. | Teacher observation  On-demand demonstrations  Rubric | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Diction** | | Demonstrate proper embouchure and placement for all vowels.  Demonstrate effective use of the schwa (neutral) vowel.  Demonstrate basic understanding of Latin vowels and consonants.  Sing with crisp, accurate placement of all initial and final consonants.  Demonstrate proficiency of vowel placement in at least one foreign language. | Formative, Structured Experience | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  Experiencing Choral Music  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Expression**  **Dynamics** | | Develop subito piano and subito forte.  Develop soforzando.  Properly sing choral accents. | Ensemble Performance Event  Formative, Structured Product | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Tempo** | | Correctly perform various tempo marking for assigned vocal pieces.  Demonstrate sense of ensemble as it relates to tempo changes, including accelerando, and ritardando.  Demonstrate rubato in appropriate literature.  Define the following tempo markings:   * Allegretto * Lento * Larghetto * Largo | Performance Event  Teacher Observation | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Text painting and word/syllable stress** | | Demonstrate proper use of agogic accents in all literature, including foreign languages pieces.  Demonstrate proper treatment of notes lasting beyond one beat.  Demonstrate proper execution of the slur. | Peer Evaluation | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Phraseology** | | Demonstrate how to musically perform repeated phrases, text, or sections of a piece. | Teacher Observation | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the **line** of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. |
| **Literacy**  **Pitch Notation** | | Demonstrate basic knowledge of the piano keyboard:   * Pitch direction (up-right, down-left) * Identify, sing, and notate half and whole steps * Show sharps and flats on the keyboard * Define enharmonic tones * Construct a major scale | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Sight-Singing and Ear-Training** | | Sing the following intervals using solfege--major second, major third, perfect fourth, perfect fifth, major sixth.  Recognize and sing the above intervals in sight-singing and assigned literature.  Sing a major triad (D-M-S) in various keys, melodically and harmonically.  Sing assigned sight-reading material unaccompanied.  Identify and sing skips, step, and repeats in exercises. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. |
| **Use of music terminology** | | Define, recognize, and use the following in a choral score:   * Fine * da capo * d. c. al fine * dal segno * coda | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F) | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Time Signatures** | | Demonstrate by singing or playing, various time signatures.  Respond to and demonstrate basic conducting gesture for music in duple, triple, quadruple meters.  Demonstrate understanding of the bottom number in x/4, x/2, and x/8 time. | Self-Assessment  Peer Assessment | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole. |
| **Rhythm** | | Define downbeat.  Define anacrusis (pick-up note).  Define, recognize, and understand the incomplete measure.  Identify and define the use of the dot.  Identify and correctly execute sixteenth notes and rests. | Self-Assessment  Peer Assessment | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Performance Literature and Practices** | | Perform an assigned vocal part in unison, 2, and 3 part harmony.  Sing at least four of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing literature in three/four part harmony.  Sing literature with and without instrumental accompaniment.  Sing at least two pieces, Grade 3 or higher, from the Texas UIL List.  Study and perform literature representing diverse historical periods, styles, and cultures.  Attend all required performances.  Attend all required rehearsals, including before and after regular school hours.  Maintain the voice in proper singing condition. | Performance Event  Field Trips | Teaching Music Through Performance in Choir Vols. 1 and 2-- GIA Publication  **Website:**  Texas UIL List at  **www.uil.utexas.edu/music/pml.html**  Rock N Soul Museum *Musical Guide for Educators*  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CREATE:** | **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. | | | |
| **Arrange**  **Compose**  **Improvise**  **Notate** | | Using voice, percussions, or keyboard, compose melodies, harmonies, and rhythms to complement assigned literature.  Given a four measure chord patterns, students will improvise with voice, rhythms, or keyboards.  Compose, record, notate music using Yamaha Pocket Tracks digital recorder, Sibelius and Finale notation software, and improvise or harmonize using SmartMusic software. | Class Demonstrations  Audio Portfolio | World Music Drumming--A Cross- Cultural Curriculum by Will Schmid (Hal Leonard Publishing)  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.W.8](http://www.corestandards.org/ELA-Literacy/CCRA/W/8/) Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  [CCSS.ELA-Literacy.CCRA.W.6](http://www.corestandards.org/ELA-Literacy/CCRA/W/6/) Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. |
| **RESPOND:** | **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. | | | |
| **Listen**  **Evaluate** | | Use movement to illustrate contrasting styles of music.  Use body percussion and classroom instruments to practice and perform rhythms.  Identify the following:   * Strophic form * Through-composed * ABA * Unity and contrast   Design a individual and group performance rubrics based on knowledge of technique and musicianship.  Listen to recordings of school performances and rehearsals and various other choral ensembles, and accurately critique tone, intonation, diction, and overall vocal technique. | Oral Critique  Written Critique  Student-Developed Rubric | Spotlight on Music  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **CONNECT:** | **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres | | | |
| **Relate**  **Apply** | | Identify distinguishing characteristics Baroque music and art.  Demonstrate knowledge of the Singing Schools.  Identify, describe, and demonstrate monophonic, homophonic and polyphonic textures.  Investigate the relationship of music to other fine arts and disciplines outside the arts  Further research careers in music. | Individual/Group Project  Written/Oral Reports | Spotlight on Music  Guest Speakers from Local Arts Community  [CCSS.ELA-Literacy.CCRA.W.10](http://www.corestandards.org/ELA-Literacy/CCRA/W/10/) Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. |

| **QUARTER 3** | | | | |
| --- | --- | --- | --- | --- |
| **KNOWLEDGE & SKILLS** | | **ACTIVITIES/OUTCOMES** | **ASSESSMENTS** | **RESOURCES** |
| **PERFORM:** | **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. | | | |
| **Tone Production**  **Posture** | | Consistently demonstrate proper sitting/standing posture for singing. | Embedded Assessment | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Phonation and Resonation** | | Demonstrate proper mouth space while singing each vowel.  Demonstrate a lifted soft palate.  Define and demonstrate resonance and the resonating chambers--sinuses, mouth, throat, chest.  Demonstrate singing "*in the mask.*"  Compare and contrast mouth embouchure with bell of a horn. | Rubric/Checklist | Resource: Innocent Sounds-Books 1 and 2-Marie Stultz-Cokesbury Publishers  Experiencing Choral Music  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Breathing** | | Develop proficiency in breath/phrase management.  Employ breath and engage articulators to cleanly execute all consonants.  Demonstrate proficiency in diaphragmatic breathing while singing:  Develop staggered breathing for long phrases. | Teacher Observation  On Demand Demonstrations | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |
| **Diction** | | Define, describe, and demonstrate the following diphthongs:   * an-ee * eh-ee * aw-ee * oh-oo * ee-oo * oo-ah   Accurately place the nucleus and off-glides of the above diphthongs.  Demonstrate voiced vs. voiceless consonants:   * t vs. d * p vs. b * f vs. v   Develop proficiency in with German/French vowels. | Vocal Exam Rubric | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  Experiencing Choral Music  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Expression** | | Vary style of singing to fit genre of song.  Display advanced stage/performance presence. | Performance Event | Approved Vocal Music Literature  Spotlight on Music  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations. |
| **Dynamics** | | Properly employ a wide range of dynamics and dynamic changes to effectively communicate the text of assigned literature.  Demonstrate understanding of appropriate dynamic levels for each historical period:   * Layering of voices (terraced dynamics) for Renaissance, Baroque literature * Controlled use of crescendo, decrescendo for Classic literature * Use of ppp and fff and dramatic crescendos and decrescendo for Romantic, Twentieth Century literature | Ensemble Performance Event    Formative, Structured Product | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Tempo** | | Demonstrate competency and effectiveness in tone production and expression while singing at various tempi, largo through presto.  Discuss and demonstrate the use of tempo and tempo changes as a compositional device. | Performance Event  Teacher Observation | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Text painting and word/syllable stress** | | Consistently recognize opportunities for better expressive effectiveness in literature using text painting.  Effectively sing short to moderate melismatic passages. | Peer Evaluation  Self-Evaluation | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Phraseology** | | Properly execute legato, staccato, and marcato articulations.  Employ proper breath/singing technique for Baroque melismatic phrases. | Teacher Observation  On Demand Performance | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the **line** of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Literacy**  **Pitch Notation** | | Construct a C, G, and F major scale on paper.  Identify, define, describe a triad.  Identify, define, describe the tonic chord.  Describe key signature for C, G, and F major and their relative minors. | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **Sight-Singing and Ear-Training** | | Sing and recognize tonic and dominant chords in the keys of F, G, D, and C.  Sing dotted half notes in sight singing exercises.  Properly sing eighth notes and rests. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Use of music terminology** | | Identify, describe, and respond to first and second endings.  Identify, describe, and respond to repeat signs.  Effectively navigate the following: code, da capo, dal segno, al fine, d.c. al fine. | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F) | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  [CCSS.ELA-Literacy.CCRA.L.4](http://www.corestandards.org/ELA-Literacy/CCRA/L/4/) Determine or **clarify** the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. |
| **Time Signatures** | | Sing literature with mixed meters.  Respond to mixed meter conducting gestures.  Count, chant, and/or sing in time signatures with 2 and 8 as the bottom number. | Self-Assessment  Peer Assessment  In Class Demonstrations | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole. |
| **Rhythm** | | Describe and demonstrate the effect of the dot on quarter and whole notes.  Identify, define, and sing sixteenth notes and rests. | Self-Assessment  Peer Assessment  Written Assessments | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Performance Literature and Practices** | | Sing literature in three/four part harmony, with and without accompaniment.  Sing at least three of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing at least two pieces, Grade 3 or higher, from the Texas UIL List. Study and perform literature representing diverse historical periods, styles, and cultures Attend all required performances.  Attend all required rehearsals, including before and after regular school hours.  Maintain the voice in proper singing condition:   * Avoiding and treating hoarseness * Avoiding and treating sinusitis/laryngitis * Proper technique for singing 'through" illness * How to treat laryngitis and other vocal problems   Demonstrate proficiency in solo or small ensemble literature at WTVMEA Solo/Ensemble Festival. | WTVMEA Solo & Ensemble Rubric  Vocal Exam Rubric  Attendance Checklist | Resources-Pathways of Song (LaForge/Earhart) Pub. Hal leonard  The Singing Road (Ward) Pub. Carl Fischer  The Young Singer (Row) Pub. R. D. Row Music    Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CREATE:** | **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. | | | |
| **Arrange**  **Compose**  **Improvise**  **Notate** | | Create and notate rhythm composition in mixed meters.  Create and notate vocal warm-ups focusing on diphthongs and initial and final consonants.  Given I, IV, V harmonic background, improvise on keyboard using black keys only.  Create twelve-bar blues song. | Portfolio  Audio Portfolio  In Class Performances | TMA or Piano Lab  Music Technology via Pocketrak Audio Recording  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take. |
| **RESPOND:** | **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. | | | |
| **Listen**  **Evaluate** | | Attend performance of another school choral ensemble.  Attend performance of an area professional choral ensemble (symphony chorus or community choir, university choir).  Discuss and describe the vocal technique, tone, intonation, and diction heard at above performances.  Critique performance of recording of the choral ensemble. | WTVMEA or other Adjudication Rating Form  Vocal Exam Rubric | [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **CONNECT:** | **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres | | | |
| **Relate**  **Apply** | | Describe the following:   * African American spirituals * American spirituals * Lowell Mason and the singing schools * Shape-note notation   Compare and contrast holiday celebrations of domestic and international regions, cultures, and countries and sing representative literature of each.  Research the evolution of contemporary American music from the roots of African American spirituals.  Research the influence of other countries/cultures on the development of American music.  Discuss/explore poetry and other literary works of lyricists of current choral repertoire. | Performance Event  Field Trips  Written/Oral Critique | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research.  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. |

| **QUARTER 4** | | | | |
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| **KNOWLEDGE & SKILLS** | | **ACTIVITIES/OUTCOMES** | **ASSESSMENTS** | **RESOURCES** |
| **PERFORM:** | **Standard 1.0 Singing:** Students will sing alone and with others, a varied repertoire of music.  **Standard 2.0 Playing Instruments:** Students will perform on instruments, alone and with others, a varied repertoire of music.  **Standard 5.0 Reading and Notating:** Students will read and notate music. | | | |
| **Tone Production**  **Posture** | | Demonstrate proper sitting and standing posture at all rehearsals and performances. | Embedded Assessment | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Phonation and Resonation** | | Demonstrate proficiency in vocal production.  Demonstrate understanding of air vibration against hard surface of facial bones to produce resonance.  Demonstrate and negotiate the passagio from head to chest voice.  Sing assigned literature with strengthened, resonating head voice tones and light, non-forced chest tones as appropriate.  Sing with a raised soft palate at all times. | Rubric/Checklist | Resource: Innocent Sounds-Books 1 and 2-(Stultz) Cokesbury Publishers  Experiencing Choral Music  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Breathing** | | Understand the function of the diaphragm in breathing.  Correlate breath flow with pitch production.  Locate, describe and demonstrate use of the following in breathing:   * Diaphragm * Abdominal muscles * Intercostal muscles * Rib cage/sternum   Correctly use the above-listed body parts to maintain intonation.  Compare and contrast mouth inhalation and nose inhalation during singing. | Teacher Observation  On Demand Demonstrations | Experiencing Choral Music: Teacher Resource Kit  Interdisciplinary Connection:  Physiology of Human Voice/Nasal Passages  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Diction** | | Demonstrate correct articulation with the consonant r (omit, flip, trill).  Use articulators to properly produce the following initial and final consonants:   * Both lips--m, p * Bottom lip and top teeth--v, f * Teeth and tongue--t, d, l , n   Properly produce the following vowels while singing:   * Bright--ee, eh * Dark--oh, oo * Neutral—ah * Schwa   Display effective use of the articulators (lips, teeth, tongue, palate) in proper diction. | Vocal Exam Rubric | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  Experiencing Choral Music  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings.  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Expression**  **Dynamics** | | Properly execute sweeping dynamic changes in last Classic, Romantic, and Twentieth Century vocal literature. | Ensemble Performance Event  Formative, Structured Product | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.SL.5](http://www.corestandards.org/ELA-Literacy/CCRA/SL/5/) Make strategic use of digital media and visual **displays of data** to express information and **enhance** understanding of presentations.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Tempo** | | Demonstrate competency and effectiveness in tone production and expression while singing at various tempi, largo through presto.  Discuss and demonstrate the use of tempo and tempo changes as a compositional device.  Explore/evaluate proper tempo for each assigned choral piece. | Performance Event  Teacher Observation | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Text painting and word/syllable stress** | | Demonstrate proper execution of the slur over one or several notes.  Employ appropriate crescendos/decrescendos on lengthy notes.  Sing Renaissance or other non-metered music, using text and text stress to unify the song. | On Demand Performances  Peer Evaluation  Self Evaluation | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.5](http://www.corestandards.org/ELA-Literacy/CCRA/L/5/) Demonstrate understanding of figurative language, word relationships, and **nuances** in word meanings. |
| **Phraseology** | | Consistently sing musical phrases:   * Arsis and thesis of each phrase * Legato, marcato, or staccato singing as needed * Take breaths ONLY at appropriate places before or after the phrase * Develop advanced staggered breathing technique to avoid interruption of lengthy phrases where appropriate | Teacher Observation  On Demand Performance | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the **line** of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. |
| **Literacy**  **Pitch Notation** | | Identify lines and spaces of treble and bass staffs.  Identify, define, sing, and construct a major scale.  Construct chords and triads on the staff.  Define and describe use of sharp, flat, natural.  Define, identify all key signatures.  Define and sing the following:   * Tonic * Dominant * Sub-dominant   Construct scales in Ionian, Dorian, and Phrygian modes. | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently.  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **Sight-Singing and Ear-Training** | | Identify the tonic and dominant notes and chords upon hearing and seeing.  Recognize upon hearing and seeing the following intervals:   * Perfect octaves, fourths, and fifths * Major seconds, thirds, sixths * Whole step (major second) and half step (minor second)   Define, identify, and sing the above listed intervals melodically and harmonically.  Sing triads (do-mi-so). | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.R.10](http://www.corestandards.org/ELA-Literacy/CCRA/R/10/) Read and **comprehend** complex literary and informational texts independently and proficiently. |
| **Use of music terminology** | | Define and demonstrate knowledge of the following signs and symbols:   * Staff * Treble and bass staff * Single and double bar lines * Da capo * First and second endings * Repeat signs   Define, identify, and describe basic school vocal classifications:   * Soprano * Alto * Tenor * Baritone * Cambiata (changing voice) * Divisi | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F)  Written Assessments | Experiencing Choral Music: Teacher Resource Kit  [CCSS.ELA-Literacy.CCRA.R.4](http://www.corestandards.org/ELA-Literacy/CCRA/R/4/) **Interpret** words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **Time Signatures** | | Identify constant and changing meter.  Demonstrate understanding of x/4, x/8, and x/2  time signatures.  Count, sing, or tap several measures of music in the above time signatures. | Self-Assessment  Peer Assessment  In Class Demonstrations | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.R.5](http://www.corestandards.org/ELA-Literacy/CCRA/R/5/) Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) **relate** to each other and the whole. |
| **Rhythm** | | Define and demonstrate downbeat and anacrusis.  Display while performing, the significance of the downbeat.  Compare and contrast rhythm and meter.  Define and demonstrate downbeat and anacrusis.  Define, identify, and demonstrate the following notes/rests:   * Whole * Half * Quarter * Eighth * Dotted half and quarter   Sing and execute patterns in simple and compound rhythms.  Sing music in asymmetric meters.  Conduct and respond to asymmetric conducting patterns. | On Demand Demonstrations  Self Assessments  Peer Assessments | Approved Vocal Music Literature  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening. |
| **Performance Literature and Practices** | | Sing literature in three/four part harmony, with and without accompaniment.  Sing at least three of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing at least two pieces, Grade 3 or higher, from the Texas UIL List.  Study and perform literature representing diverse historical periods, styles, and cultures.  Attend all required performances.  Attend all required rehearsals, including before and after regular school hours.  Maintain the voice in proper singing condition.  Demonstrate proficiency in ensemble literature at WTVMEA Choral Festival/Assessment. | WTVMEA Solo & Ensemble Rubric  Vocal Exam Rubric  Attendance Checklist | Approved Vocal Music Literature  **Website:**  Texas UIL List  [www.uil.utexas.edu/music/pml.html](http://www.uil.utexas.edu/music/pml.html)  [CCSS.ELA-Literacy.CCRA.SL.1](http://www.corestandards.org/ELA-Literacy/CCRA/SL/1/) **Prepare** for and **participate** effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  [CCSS.ELA-Literacy.CCRA.SL.4](http://www.corestandards.org/ELA-Literacy/CCRA/SL/4/) **Present** information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.L.6](http://www.corestandards.org/ELA-Literacy/CCRA/L/6/) Acquire and use accurately a range of general academic and **domain-specific words** and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. |
| **CREATE:** | **Standard 3.0 Improvising:** Students will improvise melodies, variations, and accompaniments.  **Standard 4.0 Composing:** Students will compose and arrange music within specific guidelines. | | | |
| **Arrange**  **Compose**  **Improvise**  **Notate** | | Compose and notate rhythmic, melodic, and accompaniment exercises within specified guidelines.  Create musical compositions demonstrating various vocal styles.  Create compositions with contrasting sections.  Create and notate descant, ostinato, or other melodic and rhythmic accompaniments to enhance assigned literature.  Compose music using computer-generated or other sound sources.  Improvise while singing traditional American music (jazz, gospel, folk, etc.) | Class Demonstrations  Audio Portfolio | World Music Drumming--A Cross- Cultural Curriculum by Will Schmid (Hal Leonard Publishing)  [CCSS.ELA-Literacy.CCRA.SL.6](http://www.corestandards.org/ELA-Literacy/CCRA/SL/6/) **Adapt** speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  [CCSS.ELA-Literacy.CCRA.R.9](http://www.corestandards.org/ELA-Literacy/CCRA/R/9/) Analyze how two  or more texts address similar themes or topics in order to build knowledge or to **compare** the approaches the authors take.  [CCSS.ELA-Literacy.CCRA.W.2](http://www.corestandards.org/ELA-Literacy/CCRA/W/2/) Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. |
| **RESPOND:** | **Standard 6.0 Listening and Analyzing:** Students will listen to, analyze, and describe music.  **Standard 7.0 Evaluating:** Students will evaluate music and music performances. | | | |
| **Listen**  **Evaluate** | | Attend performance of another school choral ensemble.  Attend performance of an area professional choral ensemble (symphony chorus or community choir).  Discuss and describe the vocal technique, tone, intonation, and diction heard at above performances.  Analyze a recording or performance of literature with which the ensemble is working and describe musical events using appropriate terminology.  Use appropriate terminology to describe recording of the student's own performance(s). | Oral Critique  Written Critique  Student-Developed Rubric | Spotlight on Music  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.SL.2](http://www.corestandards.org/ELA-Literacy/CCRA/SL/2/) **Integrate** and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  [CCSS.ELA-Literacy.CCRA.W.4](http://www.corestandards.org/ELA-Literacy/CCRA/W/4/) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. |
| **CONNECT:** | **Standard 8.0 Interdisciplinary Connections:** Students will illustrate how elements of music (e.g., color, balance, rhythm, texture) are used in similar and distinctive ways in other arts disciplines.  **Standard 9.0 Historical and Cultural Relationships:** Students will compare and contrast various historical backgrounds and related music genres | | | |
| **Relate**  **Apply** | | Recognize and describe Renaissance music.  Research, listen to, and sing celebratory music of various cultures.  Combine history, drama, art, and music in an in-class or school-wide presentation.  Describe ways in which subject matter of others disciplines taught in the school are interrelated with music:   * Lyrics of well-known poets set to music * Anatomy of the voice * 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) * Use of mathematical operations to calculate duration of notes in various time signatures * Explore sound waves as it relates to vocal production--comparison of sound waves produced from sopranos with that produced from basses, etc. * Study vibration and its relationship to vocal production | Individual/Group Project  Written/Oral Reports | MSpotlight on Music  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  [CCSS.ELA-Literacy.CCRA.L.3](http://www.corestandards.org/ELA-Literacy/CCRA/L/3/) **Apply** knowledge of language to understand how language functions in different contexts, to make effective choices for **meaning or style**, and to comprehend more fully when reading or listening.  [CCSS.ELA-Literacy.CCRA.W.3](http://www.corestandards.org/ELA-Literacy/CCRA/W/3/) Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.  [CCSS.ELA-Literacy.CCRA.W.7](http://www.corestandards.org/ELA-Literacy/CCRA/W/7/) Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.  [CCSS.ELA-Literacy.CCRA.W.9](http://www.corestandards.org/ELA-Literacy/CCRA/W/9/) Draw evidence from literary or informational texts to support analysis, reflection, and research. |