**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:

### Middle School Choir II (2nd Year)

**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** | | Demonstrate proper seated body alignment:   * Back away from chair * Both feet flat on floor * Chest held high   Demonstrate proper standing body alignment:   * Feet shoulder-width apart * Knees slightly bent--not locked * One foot slightly forward | Posture rubrics  Self/Peer assessments | Experiencing Choral Music  Teacher Resource Kit  “Feet, feet flat on the floor” – MSM Method/Judy Bowers  [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** | | Identify and demonstrate proper use of the following parts of the vocal anatomy while singing:   * Lungs * Diaphragm * Larynx   Demonstrate how to properly begin the tone.  Demonstrate knowledge and function of the vocal cords.  Demonstrate awareness of the full body as the vocal instrument. | Teacher observation | Experiencing Choral Music  Teacher Resource Kit  “Rep-ah-tik-ah” exercise – MSM Method/Judy Bowers  Choral Voicing – MSM Method/Judy Bowers  Innocent Sounds – Marie Stultz  Strategies for Teaching Jr. High and Middle School Male Singers – Terry J. Barham, Ph.D.  [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** | | Demonstrate expanded abdomen on inhalation, relaxed abdomen on exhalation.  Understand relationship between breath support and pitch accuracy. | Teacher observation  Rubric | Experiencing Choral Music: Teacher Resource Kit  Innocent Sounds – Marie Stultz  [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** | | Demonstrate basic lip shape and mouth space for ee, eh, ah, oh, oo vowels. Show proper use of the articulators--lips, teeth, tongue, soft and hard palate.  Develop placement of all consonants. | Formative, Structured Experience | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  “Take Time in Life” - MSM Method/Judy Bowers  [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**  **Dynamics** | | Demonstrate upper and lower boundaries of dynamics--pp, p, f, and ff.  Accurately demonstrate the following dynamic changes:   * Crescendo * Decrescendo | 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** | | Identify and respond to the following tempo designations:   * Allegro * Andante * Largo | Teacher Observation  Structures, formative assessment | Experiencing Choral Music: Teacher Resource Kit  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. |
| **Phraseology** | | Properly manage breath to sustain an entire phrase.  Recognize phrases in vocal literature.  Describe and demonstrate use of punctuation and breath marks in singing phrases. | On Demand Performances  Vocal Assessments | Approved Vocal Music Literature  Innocent Sounds – Marie Stultz  [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.  Demonstrate whole, half, quarter notes on pitch with accuracy. | 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** | | Sing and/or play whole, half, quarter notes and rests.  Demonstrate understanding of sight-reading technique in unison.  Echo assigned intervals correctly on neutral vowel and lyrics. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  Echo Chain Singing Games – Grace Nash  Building Choral Excellence – Steven M. Demorest  [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** | | Identify and locate the following symbols *in a choral score:*   * Staff * Bar line * Double bar line * Repeat sign * Measure * 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 Signatures** | | Sing, clap, chant in duple, triple, and quadruple meters.  Interpret meaning of the top and bottom numbers of x/4 time (2/4, 3/4, 4/4, etc.).  Understand and demonstrate 4/4 conducting pattern. | 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 notes and rests.  Describe, define, and identify upon seeing, whole, half, quarter notes and rests. | 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** | | Attend all required rehearsals, including before and after regular school hours.  Attend all required performances.  Develop awareness of the entire body as the 'vocal instrument.'  Proficiently perform unison, 2-part rounds and canons and call and response 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. | Attendance Checklist  WTVMEA Rating List/Inventory  Field Trips  School Performances  District/Regional All-West Honor Choir Rehearsals and Performance | Assigned Vocal Literature  Middle School Memphis Repertoire Lists – Judy Bowers  Music Alone Shall Live – Shirley McRae (ECM Beginning pg.22)  [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** | | Improvise short melodic and rhythmic patterns in response to aural prompts.  Using classroom instruments, compose rhythmic accompaniments for various melodies. | Class Demonstrations  Audio Portfolio | Music Technology via Pocket Tracks 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. |
| **Notate** | | Draw whole, half, and quarter notes on specific lines and spaces within the staff. | Written assignment | Experiencing Choral Music: Teacher Resource Kit  Teacher-Made Activities  [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 of various choral ensembles including, elementary, middle, high school choirs.  Basic critique performances of choral ensembles using simple rubrics and adjudication instruments. | Oral Critique  Written Critique | Music Technology via Pocket Tracks 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** | | Investigate the relationship of music to other fine arts and disciplines outside the arts.  Compare and contrast the use of vocal/choral music in various cultures. | 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** | | 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--ee, eh, ah, oh, oo.  Sing with tall, rounded vowels. | Teacher observation  On-demand demonstrations | Experiencing Choral Music  Teacher Resource Kit  Innocent Sounds – Marie Stultz  Strategies for Teaching Jr. High and Middle School Male Singers – Terry J. Barham, Ph.D.  [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** | | Locate and demonstrate function of   * Abdominal muscles * Diaphragm   Demonstrate inhalation and exhalation during singing. | 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.  Sing with crisp, accurate placement of all initial and final consonants. | 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** | | Define and sing basic dynamic markings including:   * piano (p) * pianissimo (pp) * forte (f) * fortissimo (ff)   Demonstrate basic changes in volume   * crescendo * decrescendo | 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** | | Sing assigned vocal literature using proper tempo.  Understand relationship between tempo and communication of song meaning. | 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. |
| **Phraseology** | | Demonstrate further development in breath management for singing phrases.  Recognize starting and ending points for phrases. | 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** | | Identify names of lines and spaces on treble and bass clefs.  Differentiate aurally and visually, whole and half steps. | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Beginning Sight-Singing Text  [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 and/or play whole, half, quarter notes and rests.  Demonstrate understanding of sight-reading technique in unison.  Echo assigned intervals correctly on neutral vowel and lyrics.  Identify, upon hearing and seeing, major second, and major third intervals (D to R and D to M).  Sight-sing assigned material. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  Echo Chain Singing Games – Grace Nash  Building Choral Excellence – Steven M. Demorest  [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.  Identify, upon hearing and seeing, major second, and major third intervals (D to R and D to M) |
| **Time Signatures** | | Clap, chant, or sing various rhythmic patterns in x/4 time signatures.  Respond to and demonstrate basic conducting gestures for assigned pieces in quadruple meter.  Demonstrate duration of whole, half, quarter notes and rests in x/4 time signature. | 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** | | Execute basic rhythmic patterns in 2/4, 4/4, and 3/4 time.  Given incomplete measures in x/4 time, accurately complete them.  Clap, chant, and correctly execute two-eighth note combinations. | 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 and 2 part harmony.  Sing at least three of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing literature in unison and two-part harmony.  Sing literature with and without instrumental accompaniment.  Sing at least two pieces, Grades 1 or 2 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. | Performance Event  Field Trips  WTVMEA All West Honor Choir Auditions and Performances (7-9 grades) | **Website:**  Texas UIL List at  [www.uil.utexas.edu/music/pml.html](http://www.uil.utexas.edu/music/pml.html)  Rock N Soul Museum *Musical Guide for Educators*  **Repertoire:**  Alleluia Round – William Boyce  Waters Ripple and Flow – arr. Ruth Boshkoff  Middle School Memphis Repertoire Lists – Judy Bowers  [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 basic form of assigned literature. | 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, describe, and demonstrate monophonic texture.  Investigate the relationship of music to other fine arts and disciplines outside the arts. | 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** | | Continue demonstrating 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 mouth space and shape while singing.  Identify and understand role of soft and hard palate in singing.  Demonstrate good resonance. | Rubric/Checklist | Resource: Innocent Sounds-Books 1 and 2-Marie Stultz-Cokesbury Publishers  Strategies for Teaching Jr. High and Middle School Male Singers – Terry J. Barham, Ph.D.  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** | | Demonstrate proficiency in diaphragmatic breathing:   * Chest held high * Abdominal expansion and control * Sustaining breath flow   Differentiate between supported tones and non-supported tones. | 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** | | Demonstrate basic technique for singing diphthongs.  Show proper technique for singing "r"   * Flip “r” * Trill or roll “r” * Omit   Display developed proficiency in initial and final consonant placement . | 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** | | Define and demonstrate the following dynamic markings:   * pp * p * mp * mf * f * ff   Demonstrate proper use of each of the above markings for the class/school choir (relative dynamics).  Demonstrate moderate (mf) dynamic marking and comparatively sing all other dynamics. | 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** | | Define and demonstrate the following tempo markings:   * Largo * Andante * Allegro * Presto | Teacher Observation  On-Demand Performances | Experiencing Choral Music: Teacher Resource Kit  Assigned 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. |
| **Phraseology** | | Demonstrate proper legato singing:   * Maintain connection of text throughout phrase * Demonstrate proper breath management to sing a legato phrase * Sing from vowel to vowel with brief interruptions by consonants * Describe the use of the slur in phrasing | 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** | | Recognize and sing a scale on the staff.  Recognize and sing repeats, skips, and steps in a melody. | 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 and/or play whole, half, quarter and eighth notes and rests.  Demonstrate understanding of sight-reading technique in unison and 2-part treble.  Identify, upon hearing and seeing, major second, and major third intervals (D to R and D to M).  Sight-sing assigned material. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  Echo Chain Singing Games – Grace Nash  Building Choral Excellence – Steven M. Demorest  [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** | | Describe singing experiences using appropriate music terminology including:   * Vocal tone * Posture * Diction * Blend/balance   Interpret meaning of the following symbols in a choral score:   * Staff * Bar line * Double bar line * Repeat sign * Measure * Measure markings (numbers) * Dynamic markings from pp to ff * Breath mark * Slur | 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** | | Write and play, chant, or sing several measures of 2/3, 3/4, and 4/4 rhythms Conduct in 2/3, 3/4, and 4/4 time.  Demonstrate duration of whole, half, quarter and eighth notes and rests in x/4 time signature. | 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** | | Accurately sing whole, half, quarter, and eighth notes and rests in assigned vocal literature.  Clap, chant, tap, and/or sing syncopated rhythms.  Demonstrate dotted half note and rest in x/4 time. | Self-Assessment  Peer Assessment  Written Assessments | Approved Vocal Music Literature  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. |
| **Performance Literature and Practices** | | Perform an assigned vocal part in unison and 2 part harmony.  Sing at least four of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing literature in unison and two-part harmony.  Sing literature with and without instrumental accompaniment.  Sing at least three pieces, Grades 1 or 2 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. | Performance Event  Field Trips  District/Regional Solo and Ensemble Rehearsal/Performance Events  WTVMEA Solo and Ensemble Festival – UT Martin | **Website:**  Texas UIL List at www.uil.utexas.edu/music/pml.html  Middle School Memphis Repertoire Lists – Judy Bowers    Repertoire examples:  Marienwurmchen – Brahms, ed. Goetze  Stopping by Woods on a Snowy Evening – Vera Kistler  [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 quadruple meter.  Create and notate vocal warm-ups.  Given a harmonic and rhythmic background, improvise on keyboard using black keys only. | 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** | | Use movement (hand signals, dance, seated choreography, etc.) to illustrate the following:   * Contrasting sections within assigned vocal literature * Changes in chord structure (major-minor) * Changes in meter within a composition   Listen to standard examples of choral literature from various periods:   * Gregorian chant * Renaissance madrigals * Baroque and Classical masses (i.e. Bach mass or Handel's Messiah) * Romantic choral music * Twentieth Century-Contemporary choral music (Carl Orff, Benjamin Britten, folk music, gospel, pop, etc.) | 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** | | 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.  Research well-known Memphis musicians . | 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:   * Open, rounded tone * Tall, spacious vowels * Mouth/throat spaces   "Sing in the mask."  Demonstrate head vs. chest voices. | Rubric/Checklist  Teacher Observation | Resource: Innocent Sounds-Books 1 and 2-(Stultz) Cokesbury Publishers  Strategies for Teaching Jr. High and Middle School Male Singers – Terry J. Barham, Ph.D.  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** | | Demonstrate proficiency in diaphragmatic breathing.  Relate breath flow and pitch control.  Consistently sing with support breath. | Teacher Observation  On Demand Demonstrations | Experiencing Choral Music: Teacher Resource Kit  Interdisciplinary Connection:  Physiology of Human Voice  [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 proficiency in singing the three basic vowel types:   * Bright--ee, eh * Neutral—ah * Dark--oo, oh   Develop skill in modifying vowel sounds to produce proper vocal tone.  Recognize appropriate occasions to sing each vowel type (bright tone vs. dark tone). | 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** | | Demonstrate skill in executing the following dynamic changes:   * Crescendo * Decrescendo   Use dynamic contrast to enhance song delivery. | 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 knowledge and understanding of various tempo markings while singing assigned vocal literature. | 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. |
| **Phraseology** | | Demonstrate proficiency in:   * Effectively managing the breath across each phrase * Beginning and ending phrases properly | 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** | | Correlate lines and spaces on treble clef with piano keyboard.  Recognize half and whole steps on the piano keyboard.  Define and describe sharp, flat, natural. | 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** | | Singing and/or play whole, half, quarter and eighth notes and rests.  Demonstrating understanding of sight-reading technique in unison and 2-part treble.  Identifying, upon hearing and seeing, major second, and major third, perfect fourth and perfect fifth intervals.  Sight-sing assigned material. | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Beginner and Intermediate Sight-Singing  Echo Chain Singing Games – Grace Nash  Building Choral Excellence – Steven M. Demorest  [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** | | Evaluate an entire choral performance using appropriate music terms.  Accurately sing vocal line in a choral score, being responsive to all music terminology. | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F) | Experiencing Choral Music: Teacher Resource Kit  Assigned Vocal Literature  Experiencing Choral Music: Beginner and Intermediate Sight-Singing  [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** | | Demonstrate technical accuracy of whole, half, quarter, and eighth note and rest in x/4 time.  Compare and contrast x/4 with x/8 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** | | Demonstrate mastery of whole, half, quarter, and eighth notes and rests in assigned vocal literature.  Demonstrate accuracy with syncopated rhythms.  Accurately clap, chant, or sing the following rhythmic combinations:   * quarter-half-quarter * eighth-quarter-eighth * four sixteenth notes | Self-Assessment  Peer Assessment  Written Assessments | Approved Vocal Music Literature  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. |
| **Performance Literature and Practices** | | Perform an assigned vocal part in unison and 2 part harmony.  Sing at least four of the following: rounds, canons, descants, partner songs, AB form, ABA form, strophic form.  Sing literature in unison and two-part harmony.  Sing literature with and without instrumental accompaniment.  Sing at least three pieces, Grades 1 or 2 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. | Performance Event  Field Trips  District/Regional Choral Assessment festival  WTVMEA Junior High Choral Festival | **Website:**  Texas UIL List at  www.uil.utexas.edu/music/pml.html  Middle School Memphis Repertoire Lists – Judy Bowers  Repertoire examples:  Durme, Durme – arr. Audrey Snyder  Bashana Haba-Ah – Hirsch, arr. Leck  [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 a rhythm montage to accompany assigned vocal literature.  Experiment with changing meters of well-known nursery rhymes.  (Twinkle, Twinkle in triple, rather than quadruple meter, Rock-a-Bye Baby in duple, rather than triple meter).  Harmonize to basic melodies (i.e. Amazing Grace, My Country Tis of Thee, etc.).  Create rhythm complements for portions of World Drumming Ensemble pieces. | 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. |
| **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** | | Critique a recent choral performance, evaluating the following:   * Posture * Facial and choral expression * Tone production * Diction * Stage presence   Design a individual and group performance rubrics based on knowledge of technique and musicianship. | WTVMEA or other Adjudication Rating Form  Vocal Exam Rubric  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.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** | | Investigate the use of music in other arts and non-arts disciplines.  Research careers of local music professionals.  Research use of music in communications (radio, television, internet, etc.). | Individual/Group Project  Written/Oral Reports | Spotlight on Music  Guest Speakers from Local Arts Community  [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. |