**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. Choir I-IV

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

**QUARTER 1**

|  |  |  |  |
| --- | --- | --- | --- |
| **Knowledge and 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. | (One cell to have standards) |  |  |
| Tone Production  Posture | Sit with proper body alignment:   * Back away from chair * Both feet flat on floor * Chest held high   Stand with proper body alignment:   * Feet shoulder-width apart * Knees slightly bent--not locked * One foot slightly forward | 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. |
| Tone Production  Phonation and Resonation | Identify, discuss and demonstrate the proper use of the following body parts:   * Lungs * Diaphragm * Larynx * Open throat * Vocal cords * Naso-pharyngeal area * Soft and hard palate * Abdominal muscles   Discuss and research the foundation of care for the voice and total body:   * Lubricating the vocal mechanism * Hoarseness * Laryngitis/pharyngitis/sinusitis * Use of steroids * Necessity of warming up the voice   Demonstrate:   * Continued development of phonation process * Supported vs. unsupported tone * Identification and proper use of resonators (body cavities) * Singing in the mask * Lifting the soft palate (the inner smile) * Embouchure * Clear and free 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. |
| Tone Production  Breathing | Use proper breath management fostered through advanced breathing techniques/exercises  Sing through extended phrases with proper execution  Use proper initiation and denouement of each phrase | Performance Event | Standard Vocal Repertoire- (Row) Pub. Carl Fischer  [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. |
| Tone Production  Diction | Identify and effectively use of articulators for proper diction  Use uniform vowel placement, including diphthongs  Indicate basic knowledge of IPA or other system for proper vowel/consonant placement in languages | Formative, Structured Experience | Interdisciplinary connections:  Foreign Language: Origins of vocabulary and terminology in the discipline  [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 | Express pp through ff  Sing Baroque terraced dynamics  Conveying composers intent through dynamic use | Formative, Structured Product | Approved Vocal Music Literature  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. |
| Expression  Tempo | Use of tempo to perform with proper style  Development of rubato, accelerando, ritardando  Tempo restraints for various music periods, Renaissance through 20th Century | Performance Event | Memphis Symphony Integrated Unit of Study: Cultural Kaleidoscope  [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. |
| Expression  Text Painting and Word Syllable Stress |  |  | Pathways of Song (LaForge/Earhart) Pub. Warner Brothers  [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. |
| Expression  Phraseology | Shape a musical phrase  Discriminate between musical and non-musical phrase  Execute proper articulations consistent with grade 5 literature to grade 6 literature | Performance Event | Approved Vocal Music Literature  [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 | Notate melodic and rhythmic dictation in simple and compound meters  Sight read assigned voice part in vocal score  Notate lines and spaces of treble and bass clef, including ledger lines  Basic notation of keyboard | WTVMEA Small Group Performance Rubric  Formative, Structured Experience | Interdisciplinary Connections:  Mathematics: Note and rest values as fractions of a whole  Mathematics: Frequency ratios in the overtone series  Mathematics: Sine wave properties and behavior  Mathematics: Calculation of interval size  [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. |
| Literacy  Sight-Singing and Ear-training | Define, recognize, and sing major, minor, perfect intervals  Sight reading in three to four vocal parts  Sing choral music interpreting terms, signs, and symbols aligned with student performance levels with at least 70% accuracy. | On-Demand Performance  Selected Response (matching, multiple choice, T/F) | Approved Vocal Music Literature  Experiencing Choral Music: Teacher Resource Kit  [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. |
| Literacy  Use of Music Terminology | Interpret terminology in assigned literature  Use appropriate terminology and vocabulary to describe music and performances | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F) | Memphis Symphony Integrated Unit of Study “Sound Opinions”  [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. |
| Literacy  TIme Signatures | Sing or play using various time signatures  Conduct using duple, triple quadruple and mixed meters with gestures  Read Top and bottom number signatures | Self-Assessment  Peer Assessment | Approved Vocal Music Literature  [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. |
| Literacy  Rhythm | Chant, sing, or play rhythms using whole, half, quarter, eighth, sixteenth notes and rests, dotted half-quarter, dotted quarter-eighth, dotted eighth-sixteenth, combinations  Demonstrate duration of notes and rests in changing meter  Choose and perform rhythmic patterns with appropriate instrumental timbres (including body percussions) and appropriate rhythmic ostinati for different styles and genres. | Self-Assessment  Peer Assessment | Approved Vocal Music Literature  Resource- The Singing Road (Ward) Pub. Carl Fischer  [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   * Southwest Tennessee Honor Choir Music * Literature in Four or More Parts * Grade 4 or Higher Literature (Scale 1-5) | Demonstrate expressive style and technical accuracy appropriate to the genre and historical period of the music being performed ,and apply age-appropriate vocal production techniques throughout vocal range in multiple style periods, genres, and languages.   * Sing a vocal part with the difficulty level of 3 with 70% accuracy. * Sing a vocal part with the difficulty level of 4 with 70% accuracy. * Sing a vocal part with the difficulty level of 4-5 with 70% accuracy. * Sing a vocal part with the difficulty level of 5-6 with 70% accuracy. | WTVMEA All West Audition Performance Rubric and large ensemble rubric (festival) | Music Technology via Pocketrak Audio Recording  [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 a rhythm or melody over a given chord progression.  **Standard 4.0 Composing:** Students will compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters. |  |  |  |
| Arrange, Compose and Improvise | Improvise melodic and rhythmic patterns in response to aural prompts.  Use of technology to develop useful vocal exercises.  Use multimedia applications in creating original music.  Vocal improvisation in various keys and model  Create vocal harmony to a given melody | Portfolio  Performance Event | Music Technology via Sibelius Notation Software  Experiencing Choral Music: Teacher Resource Kit  Resource- MENC: Getting Started with Vocal Improvisation (Madura)  [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 | Upon hearing, notate rhythmic patterns in simple and compound meters  Upon hearing, identify melodic intervals of M2 through P8  Recognize upon sight, treble, bass clef line, space notes, ledger notes up to B above, F below the treble staff, F above and F below the bass staff | Audio/video recording  Projects | Music Technology via Sibelius Notation Software  [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 analyze and describe  teacher-selected listening examples using correct music vocabulary.  **Standard 7.0 Evaluation:** Students will use selected criteria to evaluate the intent and quality of a composition. |  |  |  |
| Listen and Evaluate | Compare and contrast diverse choral types (ex. Baroque vs. 20th century tone).  Compare and contrast tone quality among genres (ex. gospel tone vs. traditional choral).  Recognize use of form as a compositional device to bring about unity and contrast.  Discuss the manipulation of the elements of music to convey composers intent.  Create a listening journal exhibiting a variety of musical styles and genres aligned with student performance levels to identify, list and describe the use of musical elements in recorded literature.  Analyze and describe recorded examples of selected American, European and world culture music (e.g., musical elements, forms, expressive techniques, treatment of same text by different composers or in differing style periods) connecting and/or comparing it to music being sung. | Projects  Oral critique  Critical Listening as Evidenced via Written Reflection | Resource- Teaching Music in the Urban Classroom (Campbell) GIA Publication  [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 and Apply | Classify aurally presented music by genre, style, and historical period.  Compare/contrast use of music in various cultures and time periods.  Identify music vocations and avocations in the Memphis community.  Demonstrate proper performance and audience etiquette.  Design/apply criteria for informed evaluation about quality and effectiveness of choral performances.  Investigate the relationship of music to other fine arts and disciplines outside the arts. | Short-answer and sentence completion.  Selected Response (matching, multiple choice, T/F) Field Trips/Group Events Portfolio | Connexions Website for integration:  http://cnx.org/  Smart Music Interactive Software  Solo/Ensemble Material Interdisciplinary connections:  Social Studies: Music in the quadrivium of ancient Western academic philosophy  Social Studies: Western vs. Eastern  music traditions  Social Studies: Classical vs. popular/folk styles  [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 and 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 sit and stand with 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. |
| Tone Production  Phonation and Resonation | Identify, discuss and demonstrate proper use of lungs:   * deep, low breathing * filling lower lobes of lungs with air   Identify, discuss, and demonstrate proper use of diaphragm:   * distended upon inhale * relaxed, lifted on exhale * constriction against lungs for breath support   Identify, discuss, and demonstrate proper use of larynx:   * low larynx * tone generator | Teacher observation  On-demand demonstrations | 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. |
| Tone Production  Breathing | Advanced breathing techniques/exercises fostered.  Sing through extended phrases with proper execution.  Proper initiation and denouement of each phrase. | 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. |
| Tone Production  Diction | Illistrate proper placement of the five basic vowel sounds:   * Dark--oo, oh * Neutral--ah * Bright-- ee, eh   Show proper embouchure for producing tall, rounded vowels  Recognize support vs. unsupported tone  Show proper use of neutral vowel (schwa) | Formative, Structured Experience | Resource: Pronunciation Guide for Choral Literature (MENC Publication)  Experiencing Choral Music  [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 | Express ppp through fff  Full ensemble crescendo and decrescendo  Effective blend and balance of all vocal parts | Ensemble Performance Event  Formative, Structured Product | Experiencing Choral Music: Teacher Resource Kit  [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  Tempo | Sing effectively in various tempi  Effective use of rubato | 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. |
| Expression  Text Painting and Word Syllable Stress | Place proper agogic stress on English and foreign  Demonstrate concept of text painting | Peer Evaluation | Approved Vocal Music Literature  [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. |
| Expression  Phraseology | Musically perform repeated phrases, text, or sections of a piece.    Take breaths in proper places before and after phrases  Sequence initiation and denouement of phrases  Following conductor cues  Demonstrating ensemble unity. | 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  Identify, define, and write sharp, flat, and natural signs  Construct major scales from 0 to 4 sharps and flats  Write and explain key signatures for 0 to 4 sharps and flats  Identify ledger line notes:   * G below to C above treble clef * C below to F above bass clef | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Sight-Singing and Ear-training | Sing all major and perfect intervals    Recognize and sing the above intervals in sight-singing and assigned literature  Sing I, IV, V, and VI triads in various keys  Sing assigned sight-reading material unaccompanied  Identify and sing skips, step, and repeats in exercises  Sight-sing a vocal part   * difficulty level of 2 with at least 70% accuracy * difficulty level of 3 with at least 70% accuracy * difficulty level of 3-4 with at least 70% accuracy * difficulty level of 4 with at least 70% accuracy | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Intermediate and Proficient 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.  Identify, upon hearing and seeing, major second, and major third intervals (D to R and D to M) |
| Literacy  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) | 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. |
| Literacy  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 top and bottom number | Self-Assessment  Peer Assessment | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Rhythm | Chant, sing, or play the following rhythm combinations   * Dotted half-quarter * Dotted quarter-eighth * Dotted eighth-sixteenth * Syncopated rhythms * Identify and define the use of the dot   Play pitched instruments in classroom or concert setting   * Demonstrate the recognition of chord changes * Recognize and perform tonic/dominant chord structure using pitched instruments * Recognize and perform tonic/dominant/subdominant chord structure using pitched instruments * Indicate and/or play changes in chord structure using pitched instruments | 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   * Southwest Tennessee Honor Choir Music * Literature in Four or More Parts * Grade 4 or Higher Literature (Scale 1-5) | Perform an assigned vocal part in unison, SA, SSA, TB, TTB, SATB literature  Study and perform literature representing diverse historical periods, styles, and cultures  Sing literature with and without instrumental accompaniment  Sing at least two pieces, Grade 3 or higher, from the Texas UIL List  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 Publications  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 a rhythm or melody over a given chord progression.  **Standard 4.0 Composing:** Students will compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters. |  |  |  |
| Arrange, Compose, Improvise and Notate | Using voice, percussions, or keyboard, compose melodies, harmonies, and in 2/4, 3,4 and 4/4 meter  Given a four measure chord patterns, students will improvise with voice, rhythms, or keyboards  Improvise   * Melodic and rhythmic patterns within a specified guidelines aligned with performance levels * Melodic phrases within specified guidelines aligned with performance levels * Consequent melodic phrases within specified guidelines aligned with performance levels. * Antecedent and consequent melodic phrases within specified guidelines aligned with performance levels.   Compose, record, notate music using Yamaha Pocket Tracks digital recorder, Sibelius and Finale notation software | Class Demonstrations  Audio Portfolio | [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 analyze and describe  teacher-selected listening examples using correct music vocabulary.  **Standard 7.0 Evaluation:** Students will use selected criteria to evaluate the intent and quality of a composition. |  |  |  |
| Listen and Evaluate | Compare and contrast tone quality among diverse musical types such as traditional choral, gospel, country-western, traditional Asian, Middle Eastern, European  Use classroom instruments to practice and perform rhythms  Identify basic form of assigned literature  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 | Music: It's Role and Purpose in Our Lives  [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 and Apply | Create a story based on the text of a song and discuss how the elements of music contribute to the effect of the story  Discuss how a choral medley is treated in various movements of an assigned multi-movement choral work  Combine history, drama, and music in an in-class presentation  Describe the influence of society, culture, and technology on music composition  Extrapolate, compare and contrast (e.g., analyze, identify, list) elements common to music and two or more other arts disciplines. | Individual/Group Project  Written/Oral Reports | Music: It's Role and Purpose In Our Lives 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. |
| **3 Knowledge and 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 | Sitting and standing with correct 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. |
| Tone Production  Phonation and Resonation | Head and chest voice  Mouth space producing tall, uniform vowels  Lift soft palate  Define and demonstrate   * resonance * resonating chambers   + sinuses   + mouth   + throat   + chest   Singing "*in the mask*"  Neutral vowel | Rubric/Checklist | 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. |
| Tone Production  Breathing | Sustain choral tone through sustained phrases  Emphasize open throat techniques  Performing melismas, crescendos, and sustained phrases:   * Abdominal expansion and control * Use of abdominal wall to sustain breath flow * Constant air flow/breath pressure to sustain pitch | 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. |
| Tone Production  Diction | Define, describe, and demonstrate the diphthongs  Place the nucleus and off-glides of the above diphthongs  Precise articulation of all consonants  Blended, supported vowels leading to improved intonation  Proper diction Latin, French, German, Hebrew, Italian, Spanish and English | 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 | Demonstrate vocal technique for various styles of music  Using appropriate facial expression and, where, appropriate, physical movement (choreography) | Performance Event | Approved Vocal Music Literature  Music: Its Role and Purpose in Our Lives  [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 | Sing at various tempi, largo through presto with competency and effectiveness in tone production and expression  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 | Determine appropriate or inappropriate word stress  Sing with appropriate syllabic stress | 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 | Articulations--legato, staccato, marcato  Long sustained phrases with pitch accuracy  Use staggered breathing | 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 C, G, F, D, and Bb major scales  Construct a minor scale  Develop intonation awareness through study of chromatic scale | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Intermediate and  Proficient 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. |
| Literacy  Sight-Singing and Ear-training | Sing whole and half steps  Sing in tune while singing close harmony  Develop tone production and listening skills needed to produce advanced chordal harmonies  Sing Ionian, Dorian, Phrygian, Lydian, Mixolydian, and Aeolian scales | Rubric  On-demand Performances  Sequential Formative Assessments | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Use of Music Terminology | Identify, describe, and respond to first and second endings  Identify, describe, and respond to repeat signs  Become familiar with musical terms appearing in each section of assigned literature | 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. |
| Literacy  TIme Signatures | Sing literature with mixed meters  Respond to mixed meter conducting gestures  Count, chant, and/or sing in time signatures with 8 as the bottom number | Self-Assessment  Peer Assessment  In Class Demonstrations | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Rhythm | Describe and demonstrate the effect of the dot on quarter and whole notes  Identify, define, and sing eighth notes and rests  Develop proficiency in rhythm reading by subdividing the beat  Sing changing meters and syncopation with accuracy | 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   * Southwest Tennessee Honor Choir Music * Literature in Four or More Parts * Grade 4 or Higher Literature (Scale 1-5) IV. Performance Literature and Practices | Sing choral literature from Africa, Italy, France, Germany, Spain, Mexico, Israel, England, Ireland, Russia, Scotland, and the United States  Perform individually in small and large ensembles  Perform solo, if desired  Attend all required performances  Attend all required rehearsals, including before and after regular school hours  Demonstrate responsible use and care of the voice:   * avoiding and treating hoarseness * avoiding and treating sinusitis/laryngitis * proper technique for singing 'through" illness   Demonstrate proficiency in solo or small ensemble literature at WTVMEA Solo/Ensemble Festival  Demonstrate and articulate proper concert etiquette | 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  Standard Vocal Repertoire (Row) Pub. Carl Fischer  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 a rhythm or melody over a given chord progression.  **Standard 4.0 Composing:** Students will compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters. |  |  |  |
| Improvise    Compose Arrange  Notate | Improvise a harmonic accompaniment to specified literature:   * an ending to a melody (e.g.,cadenza) within specified guidelines aligned with performance levels * a melody within an existing chord structure within specified guidelines aligned with performance levels * text to an existing melody within specified guidelines aligned with performance levels * a recitative within specified parameters within specified guidelines aligned with performance levels.   Accompany ensemble on guitar, keyboard, or other chordal instrument  Arrange nursery rhymes and short poem choruses:   * Arrange rhythmic and melodic motives into short phrases that make musical literary sense * Compose short rhythmic and melodic motives within specified parameters that make musical literary sense * Arrange or compose rhythmic and melodic phrases within specified parameters that make musical literary sense * Arrange or compose melodic and rhythmic phrases into antecedent and consequent phrases.   Notate major scales using Sibelius notation software  Create musical compositions on poetry by various authors using computer generated sound or other musical sources:   * a short melodic or rhythmic warm-up within specified parameters (e.g., a melodic, rhythmic pattern from selected literature, or using patterns from choral literature aligned with performance levels) * a bass harmony for an existing melodic warm-up using tonic/dominant structure * Compose a bass harmony for an existing melodic warm-up using tonic/dominant /subdominant structure * Compose a solo or choral piece based on literature by assigned author | 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 analyze and describe  teacher-selected listening examples using correct music vocabulary.  **Standard 7.0 Evaluation:** Students will use selected criteria to evaluate the intent and quality of a composition. |  |  |  |
| Listen  Evaluate | Listen and critique rehearsal recordings identifying areas for improvement in blend and intonation    Analyze and describe printed examples of selected American music (e.g., musical elements, forms, expressive techniques, and/or compositional techniques) connecting  and/or comparing it to music being sung:   * Identify, list and describe the use of musical elements in printed literature * Identify, list and describe the use of form, expressive devices, and compositional devices from a specific world culture in printed literature * Identify, list and describe the use of form, expressive devices, and compositional devices from a specific world culture in printed literature connecting and comparing it to music being sung.   View and critique videotapes of rehearsals and performance | 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 | Perform literature from various cultures associated with the holiday season  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 and European music  Discuss/explore poetry and other literary works of lyricists of current choral repertoire  Identify, describe and analyze the role of music in today’s society | 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. |
| **4 Knowledge and 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 and stand 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. |
| Tone Production  Phonation and Resonation | Sing independently, demonstrating accurate intonation, proper tone production, and good resonance using moderately difficult to difficult literature  Exhibit, describe, and critique tone production technique experienced during rehearsal and performances | Rubric/Checklist | 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. |
| Tone Production  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   * the diaphragm * abdominal muscles * intercostal muscles * rib cage/sternum | 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. |
| Tone Production  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     Demonstrate understanding of classification and proper production of the following vowels:   * bright--ee, eh * dark--oh, oo * neutral--ah * schwa | 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 | Perform expressively, from memory and notation, a varied repertoire of music representing diversity in culture, style, and historical periods  Define and execute   * pianoforte * mezzo piano * piano * mezzo forte * forte | 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. |
| Expression  Tempo | Sing at various tempi, largo through presto with competency and effectiveness in tone production and expression  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. |
| 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 | 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. |
| Expression  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 staggered breathing technique to avoid interruption of lengthy phrases | 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 C major, F major, and G major key signatures  Notate simple rhythmic and melodic patterns then phrases using standard or non-standard notation aligned with student performance levels with at least 80% accuracy.  Notate short, simple melodies using standard or non-standard notation aligned with student performance levels with at least 80% accuracy.  Notate short, simple examples of choral music using standard and non-standard notation aligned with student performance levels with at least 80% accuracy. | Written Assessments  Sequential Formative Assessment | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Sight-Singing and Ear-training | Sing all major and perfect intervals  Recognize and sing the above intervals in sight-singing and assigned literature.  Sing I, IV, V, and VI triads in various keys  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: Intermediate and Proficient 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. |
| Literacy  Use of Music Terminology | Recognize and use the following signs and symbols:   * staff * treble and bass staff * single and double bar lines * da capo * first and second endings * repeat signs * fermata * ritardando * simile * accent * tenuto * a tempo     Define and demonstrate extensive knowledge and use of the technical vocabulary of music found in assigned vocal literature | 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. |
| Literacy  TIme Signatures | Identify constant and changing meter  Demonstrate understanding of x/4, x/8 time signatures | Self-Assessment  Peer Assessment  In Class Demonstrations | Experiencing Choral Music: Intermediate and Proficient 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. |
| Literacy  Rhythm | Define and demonstrate downbeat and anacrusis  Read, write and sing rhythms that incorporate complex rhythm patterns in simple, compound and asymmetric meters | 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   * Southwest Tennessee Honor Choir Music * Literature in Four or More Parts * Grade 4 or Higher Literature (Scale 1-5) | Sing literature in three/four part harmony, with and without accompaniment  Sing and recognize the following forms: rounds, canons, descants, partner songs, AB form, ABA form, strophic form, repetition and contrast  Sing at least two pieces, Grade 5 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 Texas UIL List at  [**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 a rhythm or melody over a given chord progression.  **Standard 4.0 Composing:** Students will compose a musical work with teacher-generated rhythmic, harmonic, melodic, and expressive parameters. |  |  |  |
| 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.)  Improvise an accompaniment   * a bass accompaniment or vocal part to an existing melody within specified guidelines aligned with performance levels * contrary or parallel motion accompaniment or vocal part to an existing melody within specified guidelines aligned with performance levels * a vocal harmony part to an existing melody that contains tonic/dominant relationships within specified guidelines aligned with performance levels * a vocal harmony part to an existing melody with more complex chordal relationships within specified guidelines aligned with performance levels | Class Demonstrations  Audio Portfolio | [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 analyze and describe  teacher-selected listening examples using correct music vocabulary.  **Standard 7.0 Evaluation:** Students will use selected criteria to evaluate the intent and quality of a composition. |  |  |  |
| Listen  Evaluate | Attend performance of another school choral ensemble  Attend performance of an area professional choral ensemble (symphony chorus or community choir)  Analyze music performances, notation, rhythm, meter, and texture using standard music notation  Analyze music forms of performing and standard repertoire  Evaluate the effect of stylistic features that a composer uses to define aesthetic qualities in a given choral work | Oral Critique  Written Critique  Student-Developed Rubric | Music: Its Role and Purpose in Our Lives  [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, describe Renaissance music  Research, listen to, and sing celebratory music of various cultures  Describe the effects of music on society, culture, and technology  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   Explain a variety of music and music-related career options  Identify items of technology used to listen, share and create music and identify responsible uses of technology for both consumer, producer and creator. | Individual/Group Project  Written/Oral Reports | Adopted General Music Text  Music: Its Role and Purpose in Our Lives Guest Speakers from Local Arts Community  Interdisciplinary Connections: Social Studies: Cultural Celebrations  Drama: Broadway Musicals/Theater  Anatomy/Physiology: The Human Voice  World/Art History: Renaissance to present  Mathematics: Fractions  [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. |