



ORGANIZING THEME/

TOPIC FOCUS STANDARDS & SKILLS

<p>UNIT 1: Establishing the Ensemble</p> <p>This unit consists of the rehearsal and performance of musical selections that review previous musical skills.</p> <p>Time Frame: Approximately Week 1-9</p>	<p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Develop and apply criteria to select a varied repertoire to study <i>and perform</i> based on an understanding of theoretical and structural characteristics <i>and expressive challenges</i> in the music, the technical skill of the individual or ensemble, and the purpose <i>and</i> context of the performance. (Pr.1.Ac) • Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works <i>may impact</i> and inform prepared <i>and</i> improvised performances. (Pr.2.Ac) • Demonstrate how understanding <i>the style, genre,</i> and context of a varied repertoire of music <i>influences</i> prepared and improvised performances <i>as well as performers' technical skill to connect with the audience.</i> (Pr.3.Ac) • Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success. (Pr.4.Ac) • Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and <i>historical periods.</i> (Pr.5.Ac.a) • Demonstrate an understanding of <i>intent as a</i> 	<p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Match pitch throughout student's singing range on a 4-part melody • Sing with age-appropriate tone quality using proper vowel formation and production • Demonstrate proper breath management using diaphragmatic breathing • Identify and produce singing in head voice and chest voice • Sing Do, Re, Mi, Fa, So, La, Ti, Do using Curwen/Kodaly hand signs <p>NOTATION</p> <ul style="list-style-type: none"> • Read and name rhythmic notation including whole, half, dotted half and quarter notes, quarter rests, and eighth note pairs • Clap and/or vocalize rhythms and count using a counting system (including all simple meter combinations) • Identify and name notes in the treble clef and bass clef <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Demonstrate appropriate choral ensemble musicianship • Demonstrate the use of expressive qualities including dynamics pp-ff, staccato and legato,
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	<p><i>means</i> for connecting with an audience through prepared and improvised performances. (Pr.5.Ac.b)</p>	<p>rubato, ritardando, tenuto, accent</p>
<p>UNIT 2: Introducing New Chorale Skills</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Time Frame: Approximately Week 10-18</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. (Cr.1.Ac) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> Develop and apply criteria to select a varied repertoire to study <i>and perform</i> based on an understanding of theoretical and structural characteristics <i>and expressive challenges</i> in the music, the technical skill of the individual or ensemble, and the purpose <i>and</i> context of the performance. (Pr.1.Ac) Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works <i>may impact</i> and inform prepared <i>and</i> improvised performances. (Pr.2.Ac) Demonstrate how understanding <i>the style, genre, and</i> context of a varied repertoire of music <i>influences</i> prepared and improvised performances <i>as well as performers' technical skill to connect with the audience.</i> (Pr.3.Ac) Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success. (Pr.4.Ac) Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and <i>historical periods.</i> (Pr.5.Ac.a) 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> Improvise a melody using “do-do” Improvise rhythms all simple meter combinations <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> Sing literature in 4 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) Sight sing a diatonic melody using solfege Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and diction <p>NOTATION</p> <ul style="list-style-type: none"> Identify ledger lines Identify and describe melodic contour Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 12/8, 6/8), and other music symbols within written music* Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes Track and follow assigned vocal part within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> Mark score according to contextual interpretation from conductor and/or class collaboration Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo <p>Demonstrate appropriate audience etiquette</p>

	<ul style="list-style-type: none"> • Demonstrate an understanding of <i>intent as a means</i> for connecting with an audience through prepared and improvised performances. (Pr.5.Ac.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. (Re.1.Ac) 	<p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
<p>UNIT 3: Refining our New Chorale Skills</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills. Time Frame: Approximately Week 19-27</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. (Cr.1.Ac) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Develop and apply criteria to select a varied repertoire to study <i>and perform</i> based on an understanding of theoretical and structural characteristics <i>and expressive challenges</i> in the music, the technical skill of the individual or ensemble, and the purpose <i>and</i> context of the performance. (Pr.1.Ac) • Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works <i>may impact</i> and inform prepared <i>and</i> improvised performances. (Pr.2.Ac) • Demonstrate how understanding <i>the style, genre,</i> and context of a varied repertoire of music <i>influences</i> prepared and improvised performances <i>as well as performers' technical skill to connect with the audience.</i> (Pr.3.Ac) • Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success. (Pr.4.Ac) 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Notate a melody using “do-do” • Notate rhythms using all simple meter combinations <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Sing literature in 4 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing a 4-part melody (steps and tonic triad skips) using solfege • Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and diction with greater consistency <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and describe melodic contour using specific musical vocabulary • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 6/8, 12/8), and other music symbols within written music* • Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes • Track and follow assigned vocal part and other ensemble parts within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual

	<ul style="list-style-type: none"> • Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. (Pr.5.Ac.a) • Demonstrate an understanding of <i>intent as a means</i> for connecting with an audience through prepared and improvised performances. (Pr.5.Ac.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Explain how the analysis of structures and contexts inform the response to music. (Re.2.Ac) • Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. (Re.3.Ac) 	<p>interpretation from conductor and/or class collaboration</p> <ul style="list-style-type: none"> • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
<p>UNIT 4: Choral Musicianship Skills and Performance</p> <p>This unit consists of the rehearsal and performance of musical selections that build on previous skills.</p> <p>Time Frame: Approximately Week 28-36</p>	<p>STANDARDS (CREATE)</p> <ul style="list-style-type: none"> • Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally-developed criteria, including the extent to which they address identified purposes. (Cr.3.Ac) • Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes. (Cr.4.Ac) <p>STANDARDS (PERFORM)</p> <ul style="list-style-type: none"> • Develop and apply criteria to select a varied repertoire to study <i>and perform</i> based on an understanding of theoretical and structural characteristics <i>and expressive challenges</i> in the music, the technical skill of the individual or 	<p>SKILLS (CREATE)</p> <ul style="list-style-type: none"> • Perform an original melodic composition using notes “do-do” • Perform original rhythm composition using all simple meter combinations <p>SKILLS (PERFORM)</p> <p>SINGING</p> <ul style="list-style-type: none"> • Sing literature in 4 parts representing diverse genres and cultures (which may include folk songs, gospels, spirituals, popular, musical theater, sacred and secular vocal literature) • Sight sing a 4-part melody (steps and tonic triad skips) using solfege • Sing with age-appropriate tone quality using proper vowel formation (5 Latin vowels) and

	<p>ensemble, and the purpose <i>and</i> context of the performance. (Pr.1.Ac)</p> <ul style="list-style-type: none"> • Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared <i>and</i> improvised performances. (Pr.2.Ac) • Demonstrate how understanding <i>the style, genre,</i> and context of a varied repertoire of music <i>influences</i> prepared and improvised performances as well as performers' technical skill to connect with the audience. (Pr.3.Ac) • Develop <i>and apply appropriate rehearsal strategies to address individual and ensemble challenges</i> in a varied repertoire of music, and evaluate their success. (Pr.4.Ac) • Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. (Pr.5.Ac.a) • Demonstrate an understanding of <i>intent as a means</i> for connecting with an audience through prepared and improvised performances. (Pr.5.Ac.b) <p>STANDARDS (RESPOND)</p> <ul style="list-style-type: none"> • Evaluate works and performances based on research as well as personally- and collaboratively-developed criteria, including analysis and interpretation of the structure and context. (Re.4.Ac) 	<p>diction with greater consistency</p> <p>NOTATION</p> <ul style="list-style-type: none"> • Identify and describe melodic contour using specific musical vocabulary • Identify and perform dynamic symbols, tempo markings, meter (2/4, 3/4, 4/4, 6/8, 12/8), and other music symbols within written music* • Read and name new rhythmic notation including whole and half rests, dotted quarter notes, and groups of four sixteenth notes • Track and follow assigned vocal part and other ensemble parts within the grand staff <p>MUSICIANSHIP</p> <ul style="list-style-type: none"> • Mark score according to contextual interpretation from conductor and/or class collaboration • Respond to cues of the conductor including entrances, releases, phrasing, dynamics, and tempo • Demonstrate appropriate audience etiquette <p>SKILLS (RESPOND)</p> <ul style="list-style-type: none"> • Describe music and musical performance using musical terminology • Provide constructive suggestions for improvement • Evaluate self as both a solo and ensemble performer
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