


Cantabile Choir

Teacher: Joseph Osowski

September 2020


Content	Skills	Learning Targets	Assessment	Resources & Technology
 CEQ: <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <ul style="list-style-type: none"> A1. Materials A2. Behavior A3. Posture 	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p>	<p>Students will:</p> <p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment</p> <p>A2. Performance assessment</p> <p>A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment.</p> <p>B2. Performance assessment.</p> <p>B3. Performance assessment.</p> <p>B4. Performance assessment.</p> <p>B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level one.</p> <p>C2. Sight singing</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support</p> <p>B2. Placement</p> <p>B3. Vowel shape</p> <p>B4. Intonation</p> <p>B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation relationships</p> <p>C2. Interval syllables</p> <p>C3. Solfege</p> <p>C4. Rhythm</p> <p>UEQ:</p>	<p>C. Sight Singing</p> <p>C1. Sight sing music in tune.</p> <p>C2. Sight sing music with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p>	<p>C. Sight Singing</p> <p>C1. Sight sing music in tune.</p> <p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them</p>	<p>performance assessment using Bruce Phelps Method, level one.</p> <p>C3. Sight singing performance assessment using Bruce Phelps Method, level one.</p> <p>C4. Sight singing performance assessment using Bruce Phelps Method, level one.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment .</p> <p>F. Music Theory</p> <p>F1. Written note-names assessment.</p> <p>F2. Written signs and syllables assessment.</p>	
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<p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory</p> <p>F1. Note names F2. Symbols F3. Intervals</p>	<p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment.</p>	
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<p>- Perfect F4. Vocabulary</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>				
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
 CEQ:	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p>	<p>Students will:</p> <p>A. Rehearsal Technique A1. Consistently bring to class, the necessary</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>● WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <p>A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath</p>	<p>A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p>	<p>materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables.</p>	<p>A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level one. C2. Sight singing performance assessment using Bruce Phelps Method, level one. C3. Sight singing performance assessment using Bruce Phelps Method, level one. C4. Sight singing performance assessment using Bruce Phelps Method, level one.</p>	
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<p>support B2. Placement B3. Vowel</p> <p>shape B4. Intonation B5. Vocal</p> <p>Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading C1. Intonation C2. Interval</p> <p>relationships C3. Solfege</p> <p>syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2.</p> <p>Articulation D3. Phrasing</p>	<p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Critique and reflect on the winter concert.</p> <p>G. Music in its historical</p>	<p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p>	<p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment. F5. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context G1. Written assessment, Oral Assessment.</p>	
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<p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context</p> <p>E2. Text analysis</p> <p>E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory</p> <p>F1. Note names</p> <p>F2. Symbols</p> <p>F3. Intervals - Perfect</p> <p>F4. Vocabulary</p> <p>F5. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music</p>	<p>and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing?</p> <p>G2. Do students understand the era of composition of the pieces they are preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>	<p>F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p> <p>G2. Understand the era of composition of the pieces they are preparing.</p> <p>G3. Understand the location of where their music was composed.</p> <p>G4. Understand why the piece was written and how it relates to history.</p>	<p>G2. Written assessment, Oral Assessment.</p> <p>G3. Written assessment, Oral Assessment.</p> <p>G4. Written assessment, Oral Assessment.</p>	
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<p>in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>				
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November

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDIN 	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p>	<p>Students will:</p> <p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment.</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>G OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p>	<p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune. C2. Sight sing music with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation.</p>	<p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with</p>	<p>B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level one. C2. Sight singing performance assessment using Bruce Phelps Method, level one. C3. Sight singing performance assessment using Bruce Phelps Method, level one. C4. Sight singing performance assessment using Bruce Phelps Method, level one.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p>	
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<p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p>	<p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p>	<p>properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p>	<p>E. Musical Interpretation</p> <p>E1. Performance assessment. E2. Performance assessment. E3. Performance assessment .</p>	
<p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p>	<p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p>	<p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p>	<p>F. Music Theory</p> <p>F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment.</p>	
<p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and</p>	<p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era</p>	<p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p>	<p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment.</p>	

<p>cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Note names F2. Symbols F3. Intervals - Perfect F4. Vocabulary</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition</p>	<p>of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>		
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G4. Relation of piece to history				
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December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials</p>	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it</p>	<p>Students will:</p> <p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation.</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation relationships C2. Interval syllables C3. Solfege C4. Rhythm</p>	<p>works.</p> <p>C. Sight Reading</p> <p>C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts.</p>	<p>B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various</p>	<p>using Bruce Phelps Method, level five. C2. Sight singing performance assessment using Bruce Phelps Method, level five. C3. Sight singing performance assessment using Bruce Phelps Method, level five. C4. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory</p> <p>F1. Written key</p>	
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<p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory</p> <p>F1. Key</p>	<p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify key signatures. F2. Identify ten musical works by facts. F2. Identify aurally ten musical works. F3. Understand and identify minor and augmented intervals. F4. Understand rhythm both simple and complex. F5. Critique and reflect on the winter concert.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to</p>	<p>musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>signatures assessment.</p> <p>F2. Written, aural listening assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment. F5. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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<p>Signatures F2. Music Listening Unit F3. Intervals - minor / augmented F4. Rhythm F5. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>	<p>history?</p>			
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <ul style="list-style-type: none"> A1. Materials A2. Behavior A3. Posture <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p>	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing in tune.</p> <p>B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading</p> <p>C1. Sight read music in tune.</p> <p>C2. Sight read music with correct interval relationships.</p> <p>C3. Sight read music with solfege syllables using the</p>	<p>Students will:</p> <p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune.</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment</p> <p>A2. Performance assessment</p> <p>A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment.</p> <p>B2. Performance assessment.</p> <p>B3. Performance assessment.</p> <p>B4. Performance assessment.</p> <p>B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>C2. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>C3. Sight singing performance assessment using Bruce Phelps Method, level four.</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>
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<p>support</p> <p>shape</p> <p>Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>relationships</p> <p>syllables</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>Articulation</p>	<p>B1. Breath</p> <p>B2. Placement</p> <p>B3. Vowel</p> <p>B4. Intonation</p> <p>B5. Vocal</p> <p>system of moveable DO.</p> <p>C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify vocabulary terms.</p> <p>F2. Identify ten musical works by facts.</p> <p>F2. Identify aurally ten musical works.</p> <p>F3. Understand and identify minor and</p>	<p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches.</p> <p>F2. Identify symbols found</p>	<p>C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment.</p> <p>F. Music Theory</p> <p>F1. Written vocabulary assessment.</p> <p>F2. Written, aural listening assessment.</p> <p>F3. Written, aural minor/augmented intervals assessment.</p> <p>F4. Written, aural rhythm assessment.</p> <p>F5. Written assessment,</p>	
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<p>D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context</p> <p>E2. Text analysis</p> <p>E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory</p> <p>F1. Vocabulary</p> <p>F2. Music Listening Unit</p> <p>F3. Intervals - Major</p> <p>F4. Rhythm</p> <p>F5. Concert critique</p> <p>UEQ:</p>	<p>augmented intervals.</p> <p>F4. Understand rhythm both simple and complex.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing?</p> <p>G2. Do students understand the era of composition of the pieces they are preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>	<p>in music.</p> <p>F3. Understand and identify intervals.</p> <p>F4. Understand musical vocabulary.</p> <p>F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p> <p>G2. Understand the era of composition of the pieces they are preparing.</p> <p>G3. Understand the location of where their music was composed.</p> <p>G4. Understand why the piece was written and how it relates to history.</p>	<p>MSHSL form.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment.</p> <p>G2. Written assessment, Oral Assessment.</p> <p>G3. Written assessment, Oral Assessment.</p> <p>G4. Written assessment, Oral Assessment.</p>	
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<p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context</p> <p>G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>				
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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND 	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p>	<p>Students will:</p> <p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment.</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <p>A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p>	<p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading</p> <p>C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with</p>	<p>the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with</p>	<p>B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level three. C2. Sight singing performance assessment using Bruce Phelps Method, level three. C3. Sight singing performance assessment using Bruce Phelps Method, level three. C4. Sight singing performance assessment using Bruce Phelps Method, level three.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment. D2. Performance assessment. D3. Performance</p>	
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<p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its</p>	<p>musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify vocabulary terms. F2. Identify ten musical works by facts. F2. Identify aurally ten musical works. F3. Understand and identify minor and augmented intervals. F4. Understand rhythm both simple and complex.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do</p>	<p>dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the</p>	<p>assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory</p> <p>F1. Written vocabulary assessment. F2. Written, aural listening assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment,</p>	
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<p>historical and cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Vocabulary F2. Music Listening Unit F3. Intervals - Major F4. Rhythm</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of</p>	<p>students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>Oral Assessment.</p>	
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composition G4. Relation of pieces to history				
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March

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p>	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it</p>	<p>Students will:</p> <p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation relationships C2. Interval syllables C3. Solfege C4. Rhythm</p>	<p>works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p>	<p>intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation E1. Understand music in historical and cultural contexts. E2. Understand the</p>	<p>using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps Method, level four. C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory F1.</p>	
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<p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>D1. Dynamics</p> <p>D2. Articulation</p> <p>D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context</p> <p>E2. Text analysis</p> <p>E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p>	<p>F. Music Theory</p> <p>F1. Identify music vocabulary terms.</p> <p>F2. Identify ten music forms.</p> <p>F3. Understand and identify minor and augmented intervals.</p> <p>F4. Critique and reflect on the Mid Winter Concert.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing?</p> <p>G2. Do students understand the era of composition of the pieces they are preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>	<p>meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches.</p> <p>F2. Identify symbols found in music.</p> <p>F3. Understand and identify intervals.</p> <p>F4. Understand musical vocabulary.</p> <p>F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p> <p>G2. Understand the era of composition of the pieces they are preparing.</p> <p>G3. Understand the location of where their music was composed.</p> <p>G4. Understand why the piece was written and how it relates to history.</p>	<p>Written vocabulary assessment.</p> <p>F2. Written assessment.</p> <p>F3. Written, aural minor/augmented intervals assessment.</p> <p>F4. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment.</p> <p>G2. Written assessment, Oral Assessment.</p> <p>G3. Written assessment, Oral Assessment.</p> <p>G4. Written assessment, Oral Assessment.</p>	
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<p>F. Music Theory F1. Vocabulary F2. Music Forms F3. Intervals - minor, augmented F4. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>				
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April

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p>	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege</p>	<p>Students will:</p> <p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing C1. Sight sing music in tune.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading C1. Sight singing performance assessment using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps Method, level four.</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>
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<p>support</p> <p>shape</p> <p>Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>relationships</p> <p>syllables</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression</p> <p>Articulation</p>	<p>B1. Breath</p> <p>B2. Placement</p> <p>B3. Vowel</p> <p>B4. Intonation</p> <p>B5. Vocal</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify music vocabulary terms.</p> <p>F2. Identify ten music forms.</p> <p>F3. Understand and identify minor and augmented intervals.</p>	<p>syllables.</p> <p>C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches.</p> <p>F2. Identify symbols found</p>	<p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches.</p> <p>F2. Identify symbols found</p>	<p>C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment.</p> <p>F. Music Theory</p> <p>F1. Written vocabulary assessment.</p> <p>F2. Written, aural listening assessment.</p> <p>F3. Written, aural minor/augmented intervals assessment.</p> <p>G. Music in its historical</p>
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<p>D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation</p> <p>E1. Music in its historical and cultural context</p> <p>E2. Text analysis</p> <p>E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory</p> <p>F1. Vocabulary</p> <p>F2. Music Forms</p> <p>F3. Intervals</p> <p>- minor, augmented</p> <p>UEQ:</p> <p>What constitutes a good understanding of music</p>	<p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing?</p> <p>G2. Do students understand the era of composition of the pieces they are preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p>	<p>in music.</p> <p>F3. Understand and identify intervals.</p> <p>F4. Understand musical vocabulary.</p> <p>F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p> <p>G2. Understand the era of composition of the pieces they are preparing.</p> <p>G3. Understand the location of where their music was composed.</p> <p>G4. Understand why the piece was written and how it relates to history.</p>	<p>and cultural context</p> <p>G1. Written assessment, Oral Assessment.</p> <p>G2. Written assessment, Oral Assessment.</p> <p>G3. Written assessment, Oral Assessment.</p> <p>G4. Written assessment, Oral Assessment.</p>	
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<p>in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>				
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p> CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE 	<p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p>	<p>Students will:</p> <p>A. Rehearsal Technique A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p>	<p>A: Rehearsal Technique A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production B1. Performance assessment. B2. Performance assessment.</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p>COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <p>A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p>	<p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading</p> <p>C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p>	<p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with</p>	<p>B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level four. C2. Sight singing performance assessment using Bruce Phelps Method, level four. C3. Sight singing performance assessment using Bruce Phelps Method, level four. C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p>	
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<p>What is successful sight reading?</p> <p style="text-align: center;">C. Sight Reading</p> <p>C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p style="text-align: center;">D. Musical Expression</p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p style="text-align: center;">E. Musical Interpretation</p> <p>E1. Music in its historical and</p>	<p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify music vocabulary terms. F2. Identify ten music forms. F3. Understand and identify minor and augmented intervals. F5. Critique and reflect on the spring concert.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their</p>	<p>properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing.</p>	<p>E. Musical Interpretation</p> <p>E1. Performance assessment. E2. Performance assessment. E3. Performance assessment.</p> <p>F. Music Theory</p> <p>F1. Written vocabulary assessment. F2. Written assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written assessment, MSHSL form.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p> <p> G5. Written Assessment</p>	
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<p>cultural context E2. Text analysis E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Vocabulary F2. Music Forms F3. Intervals - minor, augmented F4. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition</p>	<p>music was composed? G4. Do students understand why the piece was written and how it relates to history?</p> <p>G5. Do students have a worldly view of music? Can they correctly identify music from other cultures. Do they understand how music from their own state has influenced the music of today.</p>	<p>G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>		
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G4. Relation of pieces to history

G5. Knowledge of music from other cultures including Minnesota Native American Tribes.