




















Choir 7

Teacher: Grafstrom/Temte/Pothen/Trump

September 2020

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: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills A1. Responsive Singing </p> <p>A2. Physical Technique </p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand. LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note</p>	<p>A: Rehearsal Skills</p> <p>CFA = Instruction and class discussions based on the <i>Rehearsal Skills Rubric</i></p> <p>C. Music Theory</p> <p>CFA = Classroom discussion and written self-assessment based on the <i>Music Theory Elements Checklist</i></p>	<p>A: Rehearsal Skills</p> <p>CFA = <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>Instruction based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CFA = <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>Instruction based on the <i>Music Literacy - Sightreading Rubric</i></p> <p>E. Musical Expression</p> <p>Instruction based on the <i>Musical Expression Rubric</i></p> <p>F. Artistic Performance Process</p> <p>Instruction based on a combination of the <i>Artistic Performance Process Rubrics</i></p>

<p>UEQ: <i>What is good vocal production?</i></p> <p>B. Vocal Production</p> <p>B1. Tone </p> <p>B2. Blend </p> <p>B3. Intonation </p> <p>UEQ: <i>What is music theory?</i></p> <p>C. Music Theory</p> <p>C1. Note Names </p> <p>C2. Rhythmic Values </p> <p>C3. Symbols </p> <p>C4. Intervals </p> <p>UEQ: <i>What is music literacy?</i></p> <p>D. Music Literacy</p> <p>D1. Sight Reading </p>	<p>symbols. C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score. D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics. E2. Demonstrate appropriate articulation. E3. Sing with musical phrasing and line, as guided by the director. E4. Demonstrate proper enunciation of vowels and consonants.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music</p>	<p>names on the musical staff. LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly. LT4. I can count the distance between two notes on the staff.</p> <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them. LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music. LT3. I can accurately sing the notes, rhythms and intervals in my concert music.</p> <p>E. Musical Expression</p> <p>LT1. I can sing at an appropriate volume level based on what I read in my music. LT2. I can demonstrate staccato and legato singing as it applies to my sheet music. LT3. I can sing expressive</p>		
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<p>D2. Score Reading </p> <p>D3. Part Accuracy </p> <p>UEQ: <i>What is musical expression?</i></p> <p>E. Musical Expression</p> <p>E1. Dynamics </p> <p>E2. Articulation </p> <p>E3. Phrasing </p> <p>E4. Diction </p> <p>UEQ: <i>What is the artistic performance process?</i></p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform </p> <p>F2. Performance Revision</p> <p> </p>	<p>from a variety of contexts and styles.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p>	<p>musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.</p> <p>F. Artistic Performance Process</p> <p>LT1. I can rehearse and perform a variety of musical styles.</p> <p>LT2. I can assess my own performance and make changes as needed.</p> <p>LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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F3. Artistic Intent 

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October

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 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice</p>	<p>B. Vocal Production</p> <p>CFA = Verbal feedback during rehearsals based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CFA = Classroom discussion and written self-assessment based on the note/rest value portion of the <i>Music Theory Elements Checklist</i></p> <p>CSA = Written assessment based on the note naming and note/rest value portion of the <i>Music Theory Elements Checklist</i></p>	<p>A: Rehearsal Skills</p> <p>Instruction based on the <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CFA = <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CFA = <i>Music Theory Elements Checklist</i></p>

<p>OVER THE COURSE OF THE YEAR?</p> <p>UEQ: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills</p> <p>A1. Responsive Singing ✘</p> <p>A2. Physical Technique ✘</p> <p>UEQ: <i>What is good vocal production?</i></p> <p>B. Vocal Production</p> <p>B1. Tone ✘</p> <p>B2. Blend ✘</p> <p>B3. Intonation ✘</p> <p>UEQ: <i>What is music theory?</i></p> <p>C. Music Theory</p> <p>C1. Note Names ✘</p>	<p>vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols. C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score. D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics. E2. Demonstrate appropriate articulation. E3. Sing with musical phrasing and</p>	<p>proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note names on the musical staff. LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly. LT4. I can count the distance between two notes on the staff.</p> <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them. LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music. LT3. I can accurately sing the notes, rhythms and intervals in my concert music.</p> <p>E. Music Expression</p> <p>LT1. I can sing at an appropriate volume level based on what I read in</p>	<p>E. Musical Expression</p> <p>CFA = Verbal feedback during rehearsals based on the <i>Musical Expression Rubric</i></p>	<p>D. Music Literacy</p> <p>Instruction based on the <i>Music Literacy - Sightreading Rubric</i></p> <p>E. Musical Expression</p> <p>CFA = <i>Musical Expression Rubric</i></p> <p>F. Artistic Performance Process</p> <p>Instruction based on a combination of the <i>Artistic Performance Process Rubrics</i></p>
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C2. Rhythmic Values 

C3. Symbols 

C4. Intervals 

UEQ: What is music literacy?

D. Music Literacy

D1. Sight Reading 

D2. Score Reading 

D3. Part Accuracy 

UEQ: What is musical expression?

E. Musical Expression

E1. Dynamics 

E2. Articulation 

E3. Phrasing 

line, as guided by the director.
E4. Demonstrate proper enunciation of vowels and consonants.

F. Artistic Performance Process

F1. Rehearse/Perform music from a variety of contexts and styles.
F2. Revise performance based on feedback from others and self-reflection.
F3. Discuss artistic intent of concert selections.

my music.
LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.
LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.
LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.

F. Artistic Performance Process

LT1. I can rehearse and perform a variety of musical styles.
LT2. I can assess my own performance and make changes as needed.
LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.

E4. Diction 

UEQ: *What is the artistic performance process?*



F. Artistic Performance Process

F1. Rehearse/Perform 
F2. Performance Revision

F3. Artistic Intent 

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 UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills A1. Responsive Singing  A2. Physical Technique </p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols. C4. Identify basic intervals, within an octave range.</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand. LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note names on the musical staff. LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly.</p>	<p>A. Rehearsal Skills</p> <p>CSA = Instructor assessment based on the <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CSA = Recorded voice test on concert music based on the <i>Vocal Production Rubric</i></p> <p>C. Music Thoery</p> <p>CFA = Classroom discussion and written self-assessment based on the musical symbol portion of the <i>Music Theory Elements Checklist</i></p> <p>E. Musical Expression</p> <p>CSA = Recorded voice test on concert music based on the <i>Musical Expression Rubric</i></p> <p>F. Artistic Performance Process</p> <p>CFA = Watching and discussing concert videos</p>	<p>A: Rehearsal Skills</p> <p>CSA = <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CSA = <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CFA = <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>Instruction based on the <i>Music Literacy - Sightreading Rubric</i></p> <p>E. Musical Expression</p> <p>CSA = <i>Musical Expression Rubric</i></p> <p>F. Artistic Performance Process</p> <p>CFA = Discussion based on a combination of the <i>Artistic Performance Process Rubrics</i></p>

UEQ: *What is good vocal production?*

B. Vocal Production

B1. Tone 

B2. Blend 

B3. Intonation 

UEQ: *What is music theory?*

C. Music Theory

C1. Note Names 

C2. Rhythmic Values 

C3. Symbols 

C4. Intervals 

UEQ: *What is music literacy?*

D. Music Literacy

D1. Sight Reading 

D. Music Literacy

D1. Analyze and demonstrate a basic knowledge of the sight reading process.

D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.

D3. Model note, rhythmic and interval accuracy in concert music.

E. Music Expression

E1. Sing with appropriate dynamics.

E2. Demonstrate appropriate articulation.

E3. Sing with musical phrasing and line, as guided by the director.

E4. Demonstrate proper enunciation of vowels and consonants.

F. Artistic Performance Process

F1. Rehearse/Perform music from a variety of contexts and styles.

F2. Revise performance based on feedback from others and self-reflection.

F3. Discuss artistic intent of concert selections.

LT4. I can count the distance between two notes on the staff.

D. Music Literacy

LT1. I understand the steps of sight reading and I am learning how to apply them.

LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.

LT3. I can accurately sing the notes, rhythms and intervals in my concert music.

E. Music Expression

LT1. I can sing at an appropriate volume level based on what I read in my music.

LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.

LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.

LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.

F. Artistic Performance Process

LT1. I can rehearse and perform a variety of musical styles.

LT2. I can assess my own performance and make changes as needed.

D2. Score Reading 

D3. Part Accuracy 

UEQ: *What is musical expression?*

E. Musical Expression

E1. Dynamics 

E2. Articulation 

E3. Phrasing 

E4. Diction 

UEQ: *What is the artistic performance process?*

F. Artistic Performance Process

F1. Rehearse/Perform 

F2. Performance Revision



F3. Artistic Intent 

LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.

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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>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal techniques that lead to clear,</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice proper vocal techniques that lead to</p>	<p>D. Music Literacy</p> <p>CFA = Concert performance assessment based on the <i>Artistic Performance Process - Concert Rubric and Self-Assessment</i></p> <p>E. Musical Expression</p> <p>CFA = Verbal feedback based on the <i>Musical Expression Rubric</i></p> <p>CSA = Concert performance assessment</p> <p>F. Artistic Performance Process</p> <p>CFA = Watching and discussing concert</p>	<p>A: Rehearsal Skills</p> <p>Instruction based on the <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>Instruction based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>Instruction based on the <i>Music Theory Elements Checklist</i></p>

UEQ: What are essential rehearsal skills?

A. Rehearsal Skills

A1. Responsive Singing



A2. Physical Technique



UEQ: What is good vocal production?

B. Vocal Production

B1. Tone



B2. Blend



B3. Intonation



UEQ: What is music theory?

C. Music Theory

C1. Note Names



focused tone.
B2. Sing with sensitivity to the ensemble.
B3. Match Pitch

C. Music Theory

C1. Identify note names.
C2. Identify basic rhythmic values relating to concert pieces.
C3. Demonstrate a basic understanding of the definition and application of musical symbols.
C4. Identify basic intervals, within an octave range.

D. Music Literacy

D1. Analyze and demonstrate a basic knowledge of the sight reading process.
D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.
D3. Model note, rhythmic and interval accuracy in concert music.

E. Music Expression

E1. Sing with appropriate dynamics.
E2. Demonstrate appropriate articulation.
E3. Sing with musical phrasing and line, as guided by the director.

clear, focused tone.
LT2. I can sing sensitively so that my voice matches the sound of others around me.
LT3. I can match a given pitch with my voice.

C. Music Theory

LT1. I can identify note names on the musical staff.
LT2. I can identify basic rhythms that I find in my concert songs.
LT3. I know what basic musical symbols look like and how to use them correctly.
LT4. I can count the distance between two notes on the staff.

D. Music Literacy

LT1. I understand the steps of sight reading and I am learning how to apply them.
LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.
LT3. I can accurately sing the notes, rhythms and intervals in my concert music.

E. Music Expression

LT1. I can sing at an appropriate volume level based on what I read in my music.

videos

CSA = Concert performance assessment

D. Music Literacy

CFA = Artistic Performance Process - Concert Rubric and Self-Assessment

E. Musical Expression

CFA = Feedback and instruction based on the Musical Expression Rubric

CSA = Musical Expression Rubric

F. Artistic Performance Process

CFA = Discussion based on a combination of the Artistic Performance Process Rubrics

CSA = Artistic Performance Process Rubrics

C2. Rhythmic Values



C3. Symbols



C4. Intervals



UEQ: *What is music literacy?*

D. Music Literacy

D1. Sight Reading



D2. Score Reading



D3. Part Accuracy



UEQ: *What is musical expression?*

E. Musical Expression

E1. Dynamics



E2. Articulation



E3. Phrasing



E4. Demonstrate proper enunciation of vowels and consonants.

F. Artistic Performance Process

F1. Rehearse/Perform music from a variety of contexts and styles.

F2. Revise performance based on feedback from others and self-reflection.

F3. Discuss artistic intent of concert selections.

F4. Describe and demonstrate appropriate performer and audience etiquette.

LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.

LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.

LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.







F. Artistic Performance Process

LT1. I can rehearse and perform a variety of musical styles.

LT2. I can assess my own performance and make changes as needed.

LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.

LT4. I can describe and demonstrate appropriate performer and audience etiquette.

<p>E4. Diction </p> <p>UEQ: <i>What is the artistic performance process?</i></p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform </p> <p>F2. Performance Revision </p> <p></p> <p>F3. Artistic Intent </p> <p>F4. Concert Etiquette </p>				
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my</p>	<p>A. Rehearsal Skills</p> <p>CFA = Instruction and class discussions</p>	<p>A: Rehearsal Skills</p> <p>CFA = Rehearsal Skills Rubric</p>

● **WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?**

UEQ: *What are essential rehearsal skills?*

A. Rehearsal Skills

A1. Responsive Singing



A2. Physical Technique



UEQ: *What is good vocal production?*

B. Vocal Production

B1. Tone



ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand.
A2. Understand and display appropriate choral posture.

B. Vocal Production

B1. Understand and practice proper vocal techniques that lead to clear, focused tone.
B2. Sing with sensitivity to the ensemble.
B3. Match Pitch

C. Music Theory

C1. Identify note names.
C2. Identify basic rhythmic values relating to concert pieces.
C3. Demonstrate a basic understanding of the definition and application of musical symbols.
C4. Identify basic intervals, within an octave range.

D. Music Literacy

D1. Analyze and demonstrate a basic knowledge of the sight reading process.
D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area,

ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand.
LT2. I can understand and display appropriate choral posture.

B. Vocal Production

LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone.
LT2. I can sing sensitively so that my voice matches the sound of others around me.
LT3. I can match a given pitch with my voice.

C. Music Theory

LT1. I can identify note names on the musical staff.
LT2. I can identify basic rhythms that I find in my concert songs.
LT3. I know what basic musical symbols look like and how to use them correctly.
LT4. I can count the distance between two notes on the staff.

D. Music Literacy

LT1. I understand the steps of sight reading and I am learning how to apply them.
LT2. I know enough about the building

based on the *Rehearsal Skills Rubric*

C. Music Thoery

CSA = Written assessment based on the musical symbol portion of the *Music Theory Elements Checklist*

D. Music Literacy

CFA = Sightreading packets

B. Vocal Production

Instruction based on the *Vocal Production Rubric*

C. Music Theory

CSA = *Music Theory Elements Checklist*

D. Music Literacy

CFA = Steps to Harmony Sight-reading packets or other supplemental sight-reading practice material

E. Musical Expression

Instruction based on the *Musical Expression Rubric*

F. Artistic Performance Process

Instruction based on the *Artistic Performance Process Rubrics*

B2. Blend



B3. Intonation



UEQ: *What is music theory?*

C. Music Theory

C1. Note Names



C2. Rhythmic Values



C3. Symbols



C4. Intervals



UEQ: *What is music literacy?*

D. Music Literacy

D1. Sight Reading



D2. Score Reading



D3. Part Accuracy



specifically relating to the reading of a musical score.
D3. Model note, rhythmic and interval accuracy in concert music.

E. Music Expression

- E1. Sing with appropriate dynamics.
- E2. Demonstrate appropriate articulation.
- E3. Sing with musical phrasing and line, as guided by the director.
- E4. Demonstrate proper enunciation of vowels and consonants.

F. Artistic Performance Process

- F1. Rehearse/Perform music from a variety of contexts and styles.
- F2. Revise performance based on feedback from others and self-reflection.
- F3. Discuss artistic intent of concert selections.

blocks of music so that I can successfully find my way around my concert music.
LT3. I can accurately sing the notes, rhythms and intervals in my concert music.

E. Music Expression

- LT1. I can sing at an appropriate volume level based on what I read in my music.
- LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.
- LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.
- LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.

F. Artistic Performance Process

- LT1. I can rehearse and perform a variety of musical styles.
- LT2. I can assess my own performance and make changes as needed.
- LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.

UEQ: *What is musical expression?*

E. Musical Expression

E1. Dynamics

E2. Articulation

E3. Phrasing

E4. Diction

UEQ: *What is the artistic performance process?*



F. Artistic Performance Process

F1. Rehearse/Perform

F2. Performance Revision

F3. Artistic Intent

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 IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills A1. Responsive Singing  A2. Physical Technique </p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols. C4. Identify basic intervals, within an octave range.</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand. LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note names on the musical staff. LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly.</p>	<p>B. Vocal Production</p> <p>CFA = Instruction and class discussions based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CFA = Classroom discussion and written self-assessment based on the intervals portion of the <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>CFA = Sight-reading packets</p> <p>CSA = Sight-reading recorded singing test based on the Sight-Reading Rubric.</p> <p>E. Musical Expression</p> <p>CFA = Verbal feedback during rehearsals based on the <i>Musical Expression Rubric</i></p>	<p>A: Rehearsal Skills</p> <p>Instruction based on the <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CFA = <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>Instruction based on the <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>CFA = Steps to Harmony Sight-reading packets or other supplemental sight-reading practice material</p> <p>CSA = <i>Sight-Reading Rubric</i> for recorded sight-reading singing test.</p> <p>E. Musical Expression</p> <p>CFA = <i>Musical Expression Rubric</i></p> <p>F. Artistic Performance Process</p> <p>Instruction based on the <i>Artistic Performance Process Rubrics</i></p>

UEQ: *What is good vocal production?*

B. Vocal Production

B1. Tone 

B2. Blend 

B3. Intonation 

UEQ: *What is music theory?*

C. Music Theory

C1. Note Names 

C2. Rhythmic Values 

C3. Symbols 

C4. Intervals 

UEQ: *What is music literacy?*

D. Music Literacy

D1. Sight Reading 

D. Music Literacy

D1. Analyze and demonstrate a basic knowledge of the sight reading process.

D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.

D3. Model note, rhythmic and interval accuracy in concert music.

E. Music Expression

E1. Sing with appropriate dynamics.

E2. Demonstrate appropriate articulation.

E3. Sing with musical phrasing and line, as guided by the director.

E4. Demonstrate proper enunciation of vowels and consonants.

F. Artistic Performance Process

F1. Rehearse/Perform music from a variety of contexts and styles.

F2. Revise performance based on feedback from others and self-reflection.

F3. Discuss artistic intent of concert selections.

LT4. I can count the distance between two notes on the staff.

D. Music Literacy

LT1. I understand the steps of sight reading and I am learning how to apply them.

LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.

LT3. I can accurately sing the notes, rhythms and intervals in my concert music.

E. Music Expression

LT1. I can sing at an appropriate volume level based on what I read in my music.

LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.

LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.

LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.

F. Artistic Performance Process

LT1. I can rehearse and perform a variety of musical styles.

LT2. I can assess my own performance and make changes as needed.

D2. Score Reading



D3. Part Accuracy



UEQ: *What is musical expression?*

E. Musical Expression

E1. Dynamics



E2. Articulation



E3. Phrasing



E4. Diction



UEQ: *What is the artistic performance process?*

F. Artistic Performance Process

F1. Rehearse/Perform



F2. Performance Revision



F3. Artistic Intent



LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.

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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 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>LT2. I can understand and display appropriate choral posture.</p>	<p>A. Rehearsal Skills</p> <p>CSA = Instructor assessment based on the <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CSA = Recorded voice test on concert music based on the <i>Vocal Production Rubric</i></p>	<p>A: Rehearsal Skills</p> <p>CSA = <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>CSA = <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p>

AND UNDERSTANDING OVER THE COURSE OF THE YEAR?

UEQ: What are essential rehearsal skills?

A. Rehearsal Skills

A1. Responsive Singing



A2. Physical Technique



UEQ: What is good vocal production?

B. Vocal Production

B1. Tone



B2. Blend



B3. Intonation



UEQ: What is music theory?

B. Vocal Production

- B1. Understand and practice proper vocal techniques that lead to clear, focused tone.
- B2. Sing with sensitivity to the ensemble.
- B3. Match Pitch

C. Music Theory

- C1. Identify note names.
- C2. Identify basic rhythmic values relating to concert pieces.
- C3. Demonstrate a basic understanding of the definition and application of musical symbols.
- C4. Identify basic intervals, within an octave range.

D. Music Literacy

- D1. Analyze and demonstrate a basic knowledge of the sight reading process.
- D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.
- D3. Model note, rhythmic and interval accuracy in concert music.

E. Music Expression

B. Vocal Production

- LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone.
- LT2. I can sing sensitively so that my voice matches the sound of others around me.
- LT3. I can match a given pitch with my voice.

C. Music Theory

- LT1. I can identify note names on the musical staff.
- LT2. I can identify basic rhythms that I find in my concert songs.
- LT3. I know what basic musical symbols look like and how to use them correctly.
- LT4. I can count the distance between two notes on the staff.

D. Music Literacy

- LT1. I understand the steps of sight reading and I am learning how to apply them.
- LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.
- LT3. I can accurately sing the notes, rhythms and intervals in my concert music.

C. Music Theory

CSA = Written assessment based on the intervals portion of the *Music Theory Elements Checklist*

D. Music Literacy

CSA = Concert performance assessment

E. Musical Expression

CFA = Verbal feedback during rehearsals based on the *Musical Expression Rubric*

CSA = Concert performance assessment

F. Artistic Performance Process

CFA = Watching and discussing concert videos based on the *Artistic Performance Process Rubrics*

CSA = Concert performance assessment

Instruction based on the *Music Theory Elements Checklist*

D. Music Literacy

CSA = *Artistic Performance Process Rubrics*

E. Musical Expression










CFA = *Musical Expression Rubric*

CSA = *Artistic Performance Process Rubrics*

F. Artistic Performance Process

CSA= *Artistic Performance Process Rubrics*

CFA= *Artistic Performance Process Rubrics*

<p>C. Music Theory</p> <p>C1. Note Names </p> <p>C2. Rhythmic Values </p> <p>C3. Symbols </p> <p>C4. Intervals </p> <p>UEQ: <i>What is music literacy?</i></p> <p>D. Music Literacy</p> <p>D1. Sight Reading </p> <p>D2. Score Reading </p> <p>D3. Part Accuracy </p> <p>UEQ: <i>What is musical expression?</i></p> <p>E. Musical Expression</p> <p>E1. Dynamics </p> <p>E2. Articulation </p>	<p>E1. Sing with appropriate dynamics. E2. Demonstrate appropriate articulation. E3. Sing with musical phrasing and line, as guided by the director. E4. Demonstrate proper enunciation of vowels and consonants.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles. F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>E. Music Expression</p> <p>LT1. I can sing at an appropriate volume level based on what I read in my music. LT2. I can demonstrate staccato and legato singing as it applies to my sheet music. LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director. LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.</p> <p>F. Artistic Performance Process</p> <p>LT1. I can rehearse and perform a variety of musical styles. LT2. I can assess my own performance and make changes as needed. LT3. I can discuss why certain songs were written and how the composer wanted them to be performed. LT4. I can describe and demonstrate appropriate performer and audience etiquette.</p>		
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E3. Phrasing 

E4. Diction 

UEQ: *What is the artistic performance process?*

F. Artistic Performance Process

F1. Rehearse/Perform 

F2. Performance Revision




F3. Artistic Intent 









F4. Concert Etiquette 


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April

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 IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills A1. Responsive Singing</p> 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand. LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p> <p>LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note names on the musical staff.</p>	<p>A. Rehearsal Skills</p> <p>CFA = Instruction and class discussions based on the <i>Rehearsal Skills Rubric</i></p>	<p>A: Rehearsal Skills</p> <p>CFA = <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>Instruction based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>Instruction based on the <i>Music Theory Elements Checklist</i></p> <p>CFA: Interval aural recognition formative assessments in the shared folder.</p> <p>D. Music Literacy</p> <p>Instruction based on the <i>Music Literacy - Sightreading Rubric</i></p> <p>E. Musical Expression</p> <p>Instruction based on the <i>Musical Expression Rubric</i></p>

<p>A2. Physical Technique ✘</p> <p>UEQ: What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Tone ✘</p> <p>B2. Blend ✘</p> <p>B3. Intonation ✘</p> <p>UEQ: What is music theory?</p> <p>C. Music Theory</p> <p>C1. Note Names ✘</p> <p>C2. Rhythmic Values ✘</p> <p>C3. Symbols ✘</p> <p>C4. Intervals ✘</p> <p>UEQ: What is music literacy?</p>	<p>understanding of the definition and application of musical symbols. C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score. D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics. E2. Demonstrate appropriate articulation. E3. Sing with musical phrasing and line, as guided by the director. E4. Demonstrate proper enunciation of vowels and consonants.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles. F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert</p>	<p>LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly. LT4. I can count the distance between two notes on the staff.</p> <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them. LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music. LT3. I can accurately sing the notes, rhythms and intervals in my concert music.</p> <p>E. Music Expression</p> <p>LT1. I can sing at an appropriate volume level based on what I read in my music. LT2. I can demonstrate staccato and legato singing as it applies to my sheet music. LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director. LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.</p> <p>F. Artistic Performance Process</p>		<p>F. Artistic Performance Process</p> <p>Instruction based on a combination of the <i>Artistic Performance Process</i> Rubrics</p>
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<p>D. Music Literacy</p> <p>D1. Sight Reading </p> <p>D2. Score Reading </p> <p>D3. Part Accuracy </p> <p>UEQ: <i>What is musical expression?</i></p> <p>E. Musical Expression</p> <p>E1. Dynamics </p> <p>E2. Articulation </p> <p>E3. Phrasing </p> <p>E4. Diction </p> <p>UEQ: <i>What is the artistic performance process?</i></p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform </p> <p>F2. Performance Revision</p>	<p>selections.</p>	<p>LT1. I can rehearse and perform a variety of musical styles. LT2. I can assess my own performance and make changes as needed. LT3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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 <p>F3. Artistic Intent</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 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, actively reading the score, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture.</p> <p>B. Vocal Production</p>	<p>A. Rehearsal Skills</p> <p>LT1. I can positively contribute to my ensemble by singing as directed, actively reading my music, listening, respecting other students' right to learn, and focusing on the group task at hand. LT2. I can understand and display appropriate choral posture.</p> <p>B. Vocal Production</p>	<p>A. Rehearsal Skills</p> <p>CSA = Instructor assessment based on the <i>Rehearsal Skills Rubric</i></p> <p>D. Music Literacy</p> <p>CSA = Concert performance assessment</p> <p>E. Musical Expression</p> <p>CSA = Concert performance assessment</p>	<p>A: Rehearsal Skills</p> <p>CSA = <i>Rehearsal Skills Rubric</i></p> <p>B. Vocal Production</p> <p>Instruction based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>Instruction based on the <i>Music Theory Elements Checklist</i></p>

<p>OVER THE COURSE OF THE YEAR?</p> <p>UEQ: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills</p> <p>A1. Responsive Singing</p> <p><input type="checkbox"/></p> <p>A2. Physical Technique</p> <p><input type="checkbox"/></p> <p>UEQ: <i>What is good vocal production?</i></p> <p>B. Vocal Production</p> <p>B1. Tone <input type="checkbox"/></p> <p>B2. Blend <input type="checkbox"/></p> <p>B3. Intonation <input type="checkbox"/></p> <p>UEQ: <i>What is music theory?</i></p> <p>C. Music Theory</p>	<p>B1. Understand and practice proper vocal techniques that lead to clear, focused tone. B2. Sing with sensitivity to the ensemble. B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names. C2. Identify basic rhythmic values relating to concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols. C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score. D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics. E2. Demonstrate appropriate articulation.</p>	<p>LT1. I can understand and practice proper vocal techniques that lead to clear, focused tone. LT2. I can sing sensitively so that my voice matches the sound of others around me. LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</p> <p>LT1. I can identify note names on the musical staff. LT2. I can identify basic rhythms that I find in my concert songs. LT3. I know what basic musical symbols look like and how to use them correctly. LT4. I can count the distance between two notes on the staff.</p> <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them. LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music. LT3. I can accurately sing the notes, rhythms and intervals in my concert music.</p> <p>E. Music Expression</p> <p>LT1. I can sing at an appropriate</p>	<p>F. Artistic Performance Process</p> <p>CSA = Concert performance assessment</p>	<p>D. Music Literacy</p> <p>CSA = <i>Artistic Performance Process Rubrics</i></p> <p>E. Musical Expression</p> <p>CSA= <i>Artistic Performance Process Rubrics</i></p> <p>F. Artistic Performance Process</p> <p>CSA= <i>Artistic Performance Process Rubrics</i></p>
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<p>C1. Note Names </p> <p>C2. Rhythmic Values </p> <p>C3. Symbols </p> <p>C4. Intervals </p> <p>UEQ: What is music literacy?</p> <p>D. Music Literacy</p> <p>D1. Sight Reading </p> <p>D2. Score Reading </p> <p>D3. Part Accuracy </p> <p>UEQ: What is musical expression?</p> <p>E. Musical Expression</p> <p>E1. Dynamics </p> <p>E2. Articulation </p> <p>E3. Phrasing </p>	<p>E3. Sing with musical phrasing and line, as guided by the director. E4. Demonstrate proper enunciation of vowels and consonants.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles. F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>volume level based on what I read in my music. LT2. I can demonstrate staccato and legato singing as it applies to my sheet music. LT3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director. LT4. I can pronounce vowels and consonants appropriately and clearly when I sing.</p> <p>F. Artistic Performance Process</p> <p>LT1. I can rehearse and perform a variety of musical styles. LT2. I can assess my own performance and make changes as needed. LT3. I can discuss why certain songs were written and how the composer wanted them to be performed. LT4. I can describe and demonstrate appropriate performer and audience etiquette.</p>		
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E4. Diction 

UEQ: *What is the artistic performance process?*

F. Artistic Performance Process

F1. Rehearse/Perform 
F2. Performance Revision

F3. Artistic Intent 

F4. Concert Etiquette 

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