

Choir 8

Teacher: Grafstrom/Temte/Pothen/Trump

September 2020

| 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: <i>What are essential rehearsal skills?</i></p> <p>A. Rehearsal Skills</p> <p>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.</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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>LT3. I can match a given pitch with my voice.</p> <p>C. Music Theory</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> |

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| <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>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>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>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>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>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>UEQ: <i>What is music literacy?</i></p> <p>D. Music Literacy</p> <p>D1. Sight Reading</p> | <p>F. Artistic Performance</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.</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>F3. Artistic Intent</p> | <p>Process</p> <p>F1. Rehearse/Perform music 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>LT3. I can sing expressive 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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October

| 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: <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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>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>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>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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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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

November

| 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: <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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 Theory</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> |

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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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

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: <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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 videos</p> <p>CSA = Concert performance assessment</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> <p>D. Music Literacy</p> <p>CFA = <i>Artistic Performance Process - Concert Rubric and Self-Assessment</i></p> <p>E. Musical Expression</p> <p>CFA = Feedback and instruction based on the <i>Musical Expression Rubric</i></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> <p>CSA = <i>Artistic Performance Process Rubrics</i></p> |

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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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

F4. Concert Etiquette

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

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: <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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>CSA = Written assessment based on the musical symbol portion of the <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>CFA = Sightreading packets</p> | <p>A: Rehearsal Skills</p> <p>CFA = Rehearsal Skills Rubric</p> <p>B. Vocal Production</p> <p>Instruction based on the <i>Vocal Production Rubric</i></p> <p>C. Music Theory</p> <p>CSA = <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>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 the <i>Artistic Performance Process Rubrics</i></p> |

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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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</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>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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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 = Sightreading packets</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>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> |

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

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. Musical 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

March

| 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 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</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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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 Theory</p> <p>CSA = Written assessment based on the intervals portion of the <i>Music Theory Elements Checklist</i></p> <p>D. Music Literacy</p> <p>CSA = Concert performance assessment</p> <p>E. Musical Expression</p> <p>CFA = Verbal feedback during rehearsals 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 videos based on the <i>Artistic Performance Process Rubrics</i></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>CSA = <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>CSA = <i>Artistic Performance Process Rubrics</i></p> <p>E. Musical Expression</p> <p>CFA = <i>Musical Expression Rubric</i></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> <p>CFA= <i>Artistic Performance Process Rubrics</i></p> |

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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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
- F4. Concert Etiquette

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

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: <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the 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>F. Artistic Performance Process</p> <p>Instruction based on a combination of the <i>Artistic Performance Process Rubrics</i></p> |

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| <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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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

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 COURSE OF THE YEAR? <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>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, focused tone.</p> <p>B2. Sing with sensitivity to the ensemble.</p> <p>B3. Match Pitch</p> <p>C. Music Theory</p> <p>C1. Identify note names.</p> <p>C2. Identify basic rhythmic values relating to concert pieces.</p> <p>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>C4. Identify basic intervals, within an octave range.</p> <p>D. Music Literacy</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 clear, focused tone.</p> <p>LT2. I can sing sensitively so that my voice matches the sound of others around me.</p> <p>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>LT2. I can identify basic rhythms that I find in my concert songs.</p> <p>LT3. I know what basic musical symbols look like and how to use them correctly.</p> <p>LT4. I can count the distance between two notes on the staff.</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>F. Artistic Performance Process</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>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>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>D2. Score Reading</p> <p>D3. Part Accuracy</p> | <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process.</p> <p>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.</p> <p>D3. Model note, rhythmic and interval accuracy in concert music.</p> <p>E. Musical Expression</p> <p>E1. Sing with appropriate dynamics.</p> <p>E2. Demonstrate appropriate articulation.</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p> <p>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.</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p> | <p>D. Music Literacy</p> <p>LT1. I understand the steps of sight reading and I am learning how to apply them.</p> <p>LT2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>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.</p> <p>LT2. I can demonstrate staccato and legato singing as it applies to my sheet music.</p> <p>LT3. I can sing expressive 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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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

F4. Concert Etiquette

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

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