

## Concert Choir

Teacher: Joseph Osowski

September 2020

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

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

<p>Major / Perfect F4. Vocabulary</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p><b>G. Music in its historical and cultural context</b> G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>				
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**October**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL</b></li> </ul>	<p><b>A. Rehearsal Technique</b></p> <p>A1. Consistently bring to class, the necessary materials needed for good</p>	<p><b>Students will:</b></p> <p><b>A. Rehearsal Technique</b> A1. Consistently bring to class, the necessary</p>	<p><b>A: Rehearsal Technique</b></p> <p>A1. Performance assessment A2. Performance</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

<p><b>COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></p> <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p><b>A. Rehearsal Technique</b></p> <ul style="list-style-type: none"> <li>A1. Materials</li> <li>A2. Behavior</li> <li>A3. Posture</li> </ul> <p>UEQ:</p> <p>What is good vocal production?</p> <p><b>B. Vocal Production</b></p> <ul style="list-style-type: none"> <li>B1. Breath support</li> <li>B2. Placement</li> </ul>	<p>rehearsal technique.</p> <ul style="list-style-type: none"> <li>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</li> <li>A3. Consistently exhibit the posture necessary for good rehearsal technique.</li> </ul> <p><b>B. Vocal Production</b></p> <ul style="list-style-type: none"> <li>B1. Sing with supported vocal tone.</li> <li>B2. Sing with clear and focused tone.</li> <li>B3. Sing with standard choral vowels.</li> <li>B4. Sing with good intonation.</li> <li>B5. Identify vocal anatomy and understand how it works.</li> </ul> <p><b>C. Sight Singing</b></p> <ul style="list-style-type: none"> <li>C1. Sight sing music in tune.</li> <li>C2. Sight sing music with correct interval relationships.</li> <li>C3. Sight sing music with chromatic solfege syllables.</li> </ul>	<p>materials needed for good rehearsal technique.</p> <ul style="list-style-type: none"> <li>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</li> <li>A3. Consistently exhibit the posture necessary for good rehearsal technique.</li> </ul> <p><b>B. Vocal Production</b></p> <ul style="list-style-type: none"> <li>B1. Sing with supported vocal tone.</li> <li>B2. Sing with clear and focused tone.</li> <li>B3. Sing with standard choral vowels.</li> <li>B4. Sing with good intonation.</li> <li>B5. Identify vocal anatomy and understand how it works.</li> </ul> <p><b>C. Sight Singing</b></p> <ul style="list-style-type: none"> <li>C1. Sight sing music in tune.</li> <li>C2. Sight sing music in different keys with correct interval relationships.</li> <li>C3. Sight sing music with solfege syllables.</li> </ul>	<p>assessment</p> <ul style="list-style-type: none"> <li>A3. Performance assessment</li> </ul> <p><b>B. Vocal Production</b></p> <ul style="list-style-type: none"> <li>B1. Performance assessment.</li> <li>B2. Performance assessment.</li> <li>B3. Performance assessment.</li> <li>B4. Performance assessment.</li> <li>B5. Written Assessment.</li> </ul> <p><b>C. Sight Reading</b></p> <ul style="list-style-type: none"> <li>C1. Sight singing performance assessment using Bruce Phelps Method, level four.</li> <li>C2. Sight singing performance assessment using Bruce Phelps Method, level four.</li> <li>C3. Sight singing performance assessment using Bruce Phelps Method, level four.</li> <li>C4. Sight singing performance assessment using Bruce Phelps</li> </ul>	
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<p>shape</p> <p>B3. Vowel B4. Intonation B5. Vocal</p> <p>Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p><b>C. Sight Reading</b></p> <p>C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p><b>D. Musical Expression</b></p> <p>D1. Dynamics D2. D3. Phrasing</p> <p>Articulation</p> <p>UEQ:</p>	<p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b> D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b> E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b> F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p>	<p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b> D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b> E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b> F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p>	<p>Method, level four.</p> <p><b>D. Musical Expression</b> D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p><b>E. Musical Interpretation</b> E1. Performance assessment. E2. Performance assessment. E3. Performance assessment .</p> <p><b>F. Music Theory</b> F1. Written note-names assessment. F2. Written signs and syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment. F5. Written assessment using the MSHSL ensemble form.</p> <p><b>G. Music in its historical and cultural context</b></p>	
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<p>What is good musical interpretation?</p> <p style="text-align: center;"><b>E. Musical Interpretation</b></p> <p>E1. Music in its historical and cultural context  E2. Text analysis  E3. Personal connection</p> <p>UEQ:</p> <p>What is music theory?</p> <p style="text-align: center;"><b>F. Music Theory</b></p> <p>F1. Note names  F2. Symbols  F3. Intervals - Major / Perfect  F4. Vocabulary  F5. Concert critique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in</p>	<p>F5. Critique and reflect on the fall concert.</p> <p style="text-align: center;"><b>G. Music in its historical and cultural context.</b></p> <p>G1. Do students understand the composer of the pieces they are preparing?  G2. Do students understand the era of composition of the pieces they are preparing?  G3. Do students understand the location of where their music was composed?  G4. Do students understand why the piece was written and how it relates to history?</p>	<p>F5. Understand key signatures.</p> <p style="text-align: center;"><b>G. Music in its historical and cultural context.</b></p> <p>G1. Understand the composer of the pieces they are preparing.  G2. Understand the era of composition of the pieces they are preparing.  G3. Understand the location of where their music was composed.  G4. Understand why the piece was written and how it relates to history.</p>	<p>G1. Written assessment, Oral Assessment.  G2. Written assessment, Oral Assessment.  G3. Written assessment, Oral Assessment.  G4. Written assessment, Oral Assessment.</p>	
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<p>its historical and cultural context?</p> <p><b>G. Music in its historical and cultural context</b>                  G1. Composer                  G2. Era of composition                  G3. Location of composition                  G4. Relation of piece to history</p>				
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**November**

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



<p><b>COURSE OF THE YEAR?</b></p> <p><b>UEQ:</b></p> <p><b>What is good rehearsal technique?</b></p> <p><b>A. Rehearsal Technique</b>                  A1. Materials                  A2. Behavior                  A3. Posture</p> <p><b>UEQ:</b></p> <p><b>What is good vocal production?</b></p> <p><b>B. Vocal Production</b>                  B1. Breath support                  B2. Placement                  B3. Vowel shape                  B4. Intonation                  B5. Vocal Anatomy</p> <p><b>UEQ:</b></p>	<p><b>B. Vocal Production</b>                  B1. Sing with supported vocal tone.                  B2. Sing with clear and focused tone.                  B3. Sing with standard choral vowels.                  B4. Sing with good intonation.                  B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Singing</b>                  C1. Sight sing music in tune.                  C2. Sight sing music with correct interval relationships.                  C3. Sight sing music with chromatic solfege syllables.                  C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b>                  D1. Perform music with dynamic interest.                  D2. Perform music with properly executed articulation.                  D3. Perform music with</p>	<p><b>B. Vocal Production</b>                  B1. Sing with supported vocal tone.                  B2. Sing with clear and focused tone.                  B3. Sing with standard choral vowels.                  B4. Sing with good intonation.                  B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Singing</b>                  C1. Sight sing music in tune.                  C2. Sight sing music in different keys with correct interval relationships.                  C3. Sight sing music with solfege syllables.                  C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b>                  D1. Perform music with dynamic interest.                  D2. Perform music with</p>	<p>B3. Performance assessment.                  B4. Performance assessment.                  B5. Written Assessment.</p> <p><b>C. Sight Reading</b>                  C1. Sight singing performance assessment using Bruce Phelps Method, level four.                  C2. Sight singing performance assessment using Bruce Phelps Method, level four.                  C3. Sight singing performance assessment using Bruce Phelps Method, level four.                  C4. Sight singing performance assessment using Bruce Phelps Method, level four.</p> <p><b>D. Musical Expression</b>                  D1. Performance assessment.                  D2. Performance assessment.                  D3. Performance assessment.</p>	
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<p><b>What is successful sight reading?</b></p> <p><b>C. Sight Reading</b>  C1. Intonation  C2. Interval relationships  C3. Solfege syllables  C4. Rhythm</p> <p><b>UEQ:</b></p>	<p>musical phrasing.</p> <p><b>E. Musical Interpretation</b>  E1. Understand music in historical and cultural contexts.  E2. Understand the meanings of various musical texts.  E3. Understand how the music relates to them personally.</p>	<p>properly executed articulation.  D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b>  E1. Understand music in historical and cultural contexts.  E2. Understand the meanings of various musical texts.  E3. Understand how the music relates to them personally.</p>	<p><b>E. Musical Interpretation</b>  E1. Performance assessment.  E2. Performance assessment.  E3. Performance assessment.</p>	
<p><b>What is good musical expression?</b></p> <p><b>D. Musical Expression</b>  D1. Dynamics  D2. Articulation  D3. Phrasing</p> <p><b>UEQ:</b></p>	<p><b>F. Music Theory</b>  F1. Identify the letter names of pitches.  F2. Identify symbols found in music.  F3. Understand and identify intervals.  F4. Understand musical vocabulary.</p>	<p><b>F. Music Theory</b>  F1. Identify the letter names of pitches.  F2. Identify symbols found in music.  F3. Understand and identify intervals.  F4. Understand musical vocabulary.  F5. Understand key signatures.</p>	<p><b>F. Music Theory</b>  F1. Written note-names assessment.  F2. Written signs and syllables assessment.  F3. Written major / perfect intervals assessment.  F4. Written vocabulary assessment.</p>	
<p><b>What is good musical interpretation?</b></p> <p><b>E. Musical Interpretation</b>  E1. Music in its historical and cultural context</p>	<p><b>G. Music in its historical and cultural context.</b>  G1. Do students understand the composer of the pieces they are preparing?  G2. Do students understand the era of composition of the pieces they are preparing?</p>	<p><b>G. Music in its historical and cultural context.</b>  G1. Understand the composer of the pieces they are preparing.</p>	<p><b>G. Music in its historical and cultural context</b>  G1. Written assessment, Oral Assessment.  G2. Written assessment, Oral Assessment.  G3. Written assessment, Oral Assessment.  G4. Written assessment, Oral Assessment.</p>	

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

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

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

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

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

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

### March

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

<p><b>What is good rehearsal technique?</b></p> <p><b>A. Rehearsal Technique</b></p> <ul style="list-style-type: none"> <li>A1. Materials</li> <li>A2. Behavior</li> <li>A3. Posture</li> </ul> <p><b>UEQ:</b></p> <p><b>What is good vocal production?</b></p> <p><b>B. Vocal Production</b></p> <ul style="list-style-type: none"> <li>B1. Breath support</li> <li>B2. Placement</li> <li>B3. Vowel shape</li> <li>B4. Intonation</li> <li>B5. Vocal Anatomy</li> </ul> <p><b>UEQ:</b></p> <p><b>What is successful sight reading?</b></p> <p><b>C. Sight Reading</b></p> <ul style="list-style-type: none"> <li>C1. Intonation</li> <li>C2. Interval</li> </ul>	<ul style="list-style-type: none"> <li>B4. Sing in tune.</li> <li>B5. Identify vocal anatomy and understand how it works.</li> </ul> <p><b>C. Sight Reading</b></p> <ul style="list-style-type: none"> <li>C1. Sight read music in tune.</li> <li>C2. Sight read music with correct interval relationships.</li> <li>C3. Sight read music with chromatic solfege syllables using the system of moveable DO.</li> <li>C4. Sight read music with correct correct rhythms.</li> </ul> <p><b>D. Musical Expression</b></p> <ul style="list-style-type: none"> <li>D1. Perform music with dynamic interest.</li> <li>D2. Perform music with properly executed articulation.</li> <li>D3. Perform music with musical phrasing.</li> </ul> <p><b>E. Musical Interpretation</b></p> <ul style="list-style-type: none"> <li>E1. Understand music in historical and cultural contexts.</li> <li>E2. Understand the meanings of various</li> </ul>	<ul style="list-style-type: none"> <li>B3. Sing with standard choral vowels.</li> <li>B4. Sing with good intonation.</li> <li>B5. Identify vocal anatomy and understand how it works.</li> </ul> <p><b>C. Sight Singing</b></p> <ul style="list-style-type: none"> <li>C1. Sight sing music in tune.</li> <li>C2. Sight sing music in different keys with correct interval relationships.</li> <li>C3. Sight sing music with solfege syllables.</li> <li>C4. Sight sing music with correct rhythms both simple and complex.</li> </ul> <p><b>D. Musical Expression</b></p> <ul style="list-style-type: none"> <li>D1. Perform music with dynamic interest.</li> <li>D2. Perform music with properly executed articulation.</li> <li>D3. Perform music with musical phrasing.</li> </ul> <p><b>E. Musical Interpretation</b></p> <ul style="list-style-type: none"> <li>E1. Understand music in</li> </ul>	<p><b>C. Sight Reading</b></p> <ul style="list-style-type: none"> <li>C1. Sight singing performance assessment using Bruce Phelps Method, level six.</li> <li>C2. Sight singing performance assessment using Bruce Phelps Method, level six.</li> <li>C3. Sight singing performance assessment using Bruce Phelps Method, level six.</li> <li>C4. Sight singing performance assessment using Bruce Phelps Method, level six.</li> </ul> <p><b>D. Musical Expression</b></p> <ul style="list-style-type: none"> <li>D1. Performance assessment.</li> <li>D2. Performance assessment.</li> <li>D3. Performance assessment.</li> </ul> <p><b>E. Musical Interpretation</b></p> <ul style="list-style-type: none"> <li>E1. Performance assessment.</li> <li>E2. Performance assessment.</li> <li>E3.</li> </ul>	
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<p>relationships C3. Solfege syllables C4. Rhythm</p> <p><b>UEQ:</b></p> <p><b>What is good musical expression?</b></p> <p><b>D. Musical Expression</b> D1. Dynamics D2. Articulation D3. Phrasing</p> <p><b>UEQ:</b></p> <p><b>What is good musical interpretation?</b></p> <p><b>E. Musical Interpretation</b> E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p>	<p>musical texts. E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b> F1. Identify the four kinds of triads. F2. Identify and write scales. F3. Identify the seven music modes. F4. Critique and reflect on the Mid-Winter Concert.</p> <p><b>G. Music in its historical and cultural context.</b> G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b> F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p><b>G. Music in its historical and cultural context.</b> G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the</p>	<p>Performance assessment.</p> <p><b>F. Music Theory</b> F1. Written, oral assessment. F2. Written assessment. F3. Written assessment. F4. Written assessment using the MSHSL ensemble form.</p> <p><b>G. Music in its historical and cultural context</b> G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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<p><b>UEQ:</b></p> <p><b>What is music theory?</b></p> <p><b>F. Music Theory</b>  F1. Triads:  major, minor, augmented,  diminished.  F2. Scales  F3. Modes  F4. Concert cri  tique</p> <p><b>UEQ:</b></p> <p><b>What constitutes a good understanding of music in its historical and cultural context?</b></p> <p><b>G. Music in its historical and cultural context</b>  G1. Composer  G2. Era of  composition  G3. Location  of composition  G4. Relation  of piece to  history</p>		<p>piece was written and how it relates to history.</p>		
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**April**

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


<p><b>UEQ:</b></p> <p><b>What is good vocal production?</b></p> <p><b>B. Vocal Production</b></p> <p>B1. Breath support</p> <p>B2. Placement</p> <p>B3. Vowel shape</p> <p>B4. Intonation</p> <p>B5. Vocal Anatomy</p> <p><b>UEQ:</b></p> <p><b>What is successful sight reading?</b></p> <p><b>C. Sight Reading</b></p> <p>C1. Intonation</p> <p>C2. Interval relationships</p> <p>C3. Solfege syllables</p> <p>C4. Rhythm</p> <p><b>UEQ:</b></p>	<p>tune.</p> <p>C2. Sight read music with correct interval relationships.</p> <p>C3. Sight read music with chromatic solfege syllables using the system of moveable DO.</p> <p>C4. Sight read music with correct correct rhythms.</p> <p><b>D. Musical Expression</b></p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b></p> <p>F1. Identify the four kinds</p>	<p><b>C. Sight Singing</b></p> <p>C1. Sight sing music in tune.</p> <p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b></p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them</p>	<p>Method, level six.</p> <p>C3. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>C4. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p><b>D. Musical Expression</b></p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment.</p> <p><b>F. Music Theory</b></p> <p>F1. Written, oral assessment.</p> <p>F2. Written assessment.</p> <p>F3. Written assessment.</p> <p>F4. Written assessment using the MSHSL</p>	
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<p><b>What is good musical expression?</b></p> <p><b>D. Musical Expression</b></p> <p>D1. Dynamics D2. Articulation D3. Phrasing</p> <p><b>UEQ:</b></p> <p><b>What is good musical interpretation?</b></p> <p><b>E. Musical Interpretation</b></p> <p>E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p><b>UEQ:</b></p> <p><b>What is music theory?</b></p> <p><b>F. Music Theory</b></p> <p>F1. Triads:</p>	<p>of triads. F2. Identify and write scales. F3. Identify the seven music modes. F4. Critique and reflect on Large Group Festival.</p> <p><b>G. Music in its historical and cultural context.</b></p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>personally.</p> <p><b>F. Music Theory</b></p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p><b>G. Music in its historical and cultural context.</b></p> <p>G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>ensemble form.</p> <p><b>G. Music in its historical and cultural context</b></p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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<p>major, minor, augmented, diminished.</p> <p>F2. Scales F3. Modes F4. Concert cri</p> <p>tique</p> <p><b>UEQ:</b></p> <p><b>What constitutes a good understanding of music in its historical and cultural context?</b></p> <p><b>G. Music in its historical and cultural context</b></p> <p>G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>				
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
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<p> <b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <p><b>What is good rehearsal technique?</b></p> <p><b>A. Rehearsal Technique</b></p> <ul style="list-style-type: none"> <li>A1. Materials</li> <li>A2. Behavior</li> <li>A3. Posture</li> </ul> <p><b>UEQ:</b></p> <p><b>What is good vocal production?</b></p>	<p><b>A. Rehearsal Technique</b></p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing in tune.</p> <p>B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Reading</b></p> <p>C1. Sight read music in tune.</p> <p>C2. Sight read music with correct interval relationships.</p> <p>C3. Sight read music with chromatic solfege syllables</p>	<p><b>Students will:</b></p> <p><b>A. Rehearsal Technique</b></p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Singing</b></p> <p>C1. Sight sing music in tune.</p>	<p><b>A: Rehearsal Technique</b></p> <p>A1. Performance assessment</p> <p>A2. Performance assessment</p> <p>A3. Performance assessment</p> <p><b>B. Vocal Production</b></p> <p>B1. Performance assessment.</p> <p>B2. Performance assessment.</p> <p>B3. Performance assessment.</p> <p>B4. Performance assessment.</p> <p>B5. Written Assessment.</p> <p><b>C. Sight Reading</b></p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>C2. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>C3. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>C4. Sight singing</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>
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<p><b>B. Vocal Production</b></p> <p>B1. Breath support</p> <p>B2. Placement</p> <p>B3. Vowel shape</p> <p>B4. Intonation</p> <p>B5. Vocal Anatomy</p> <p><b>UEQ:</b></p> <p><b>What is successful sight reading?</b></p> <p><b>C. Sight Reading</b></p> <p>C1. Intonation</p> <p>C2. Interval relationships</p> <p>C3. Solfege syllables</p> <p>C4. Rhythm</p> <p><b>UEQ:</b></p> <p><b>What is good musical expression?</b></p> <p><b>D. Musical Expression</b></p> <p>D1. Dynamics</p> <p>D2.</p>	<p>using the system of moveable DO.</p> <p>C4. Sight read music with correct correct rhythms.</p> <p><b>D. Musical Expression</b></p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b></p> <p>F1. Identify the four kinds of triads.</p> <p>F2. Identify and write scales.</p> <p>F3. Identify the seven music modes.</p> <p>F4. Critique and reflect on</p>	<p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p><b>D. Musical Expression</b></p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them personally.</p> <p><b>F. Music Theory</b></p> <p>F1. Identify the letter names of pitches.</p> <p>F2. Identify symbols found</p>	<p>performance assessment using Bruce Phelps Method, level six.</p> <p><b>D. Musical Expression</b></p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p><b>E. Musical Interpretation</b></p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment.</p> <p><b>F. Music Theory</b></p> <p>F1. Written, oral assessment.</p> <p>F2. Written assessment.</p> <p>F3. Written assessment.</p> <p>F4. Written assessment using the MSHSL ensemble form.</p> <p><b>G. Music in its historical and cultural context</b></p> <p>G1. Written assessment, Oral Assessment.</p>	
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<p>Articulation D3. Phrasing</p> <p><b>UEQ:</b></p> <p><b>What is good musical interpretation?</b></p> <p><b>E. Musical Interpretation</b> E1. Music in its historical and cultural context E2. Text analysis E3. Personal connection</p> <p><b>UEQ:</b></p> <p><b>What is music theory?</b></p> <p><b>F. Music Theory</b> F1. Triads: major, minor, augmented, diminished. F2. Scales F3. Modes F4. Concert critique</p>	<p>the spring concert.</p> <p><b>G. Music in its historical and cultural context.</b> G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history? G5. Do students have a worldly view of music? Can they correctly identify music from other cultures. Do they understand how music from their own state has influenced the music of today.</p>	<p>in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p><b>G. Music in its historical and cultural context.</b> G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p> <p> G5. Written Assessment - Essay Exam</p>	
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<p><b>UEQ:</b></p> <p><b>What constitutes a good understanding of music in its historical and cultural context?</b></p> <p><b>G. Music in its historical and cultural context</b></p> <p>G1. Composer</p> <p>G2. Era of composition</p> <p>G3. Location of composition</p> <p>G4. Relation of piece to history</p> <p>G5. Knowledge of music from other cultures including Minnesota Native American Tribes.</p>				
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