

Coro Choir

Teacher: Joseph Osowski

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <ul style="list-style-type: none"> A1. Materials A2. Behavior A3. Posture 	<p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p>	<p>Students will:</p> <p>A. Rehearsal Technique</p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p>B. Vocal Production</p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p>	<p>A: Rehearsal Technique</p> <p>A1. Performance assessment A2. Performance assessment A3. Performance assessment</p> <p>B. Vocal Production</p> <p>B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p>C. Sight Reading</p> <p>C1. Sight singing performance assessment 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. Vocal Production</p> <p>B1. Breath support</p> <p>B2. Placement</p> <p>B3. Vowel shape</p> <p>B4. Intonation</p> <p>B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation relationships</p> <p>C2. Interval syllables</p> <p>C3. Solfege</p> <p>C4. Rhythm</p> <p>UEQ:</p>	<p>C. Sight Singing</p> <p>C1. Sight sing music in tune.</p> <p>C2. Sight sing music with correct interval relationships.</p> <p>C3. Sight sing music with chromatic solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them</p>	<p>C. Sight Singing</p> <p>C1. Sight sing music in tune.</p> <p>C2. Sight sing music in different keys with correct interval relationships.</p> <p>C3. Sight sing music with solfege syllables.</p> <p>C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest.</p> <p>D2. Perform music with properly executed articulation.</p> <p>D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts.</p> <p>E2. Understand the meanings of various musical texts.</p> <p>E3. Understand how the music relates to them</p>	<p>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>D. Musical Expression</p> <p>D1. Performance assessment.</p> <p>D2. Performance assessment.</p> <p>D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment.</p> <p>E2. Performance assessment.</p> <p>E3. Performance assessment .</p> <p>F. Music Theory</p> <p>F1. Written note-names assessment.</p> <p>F2. Written signs and</p>	
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<p>What is good musical expression?</p> <p style="text-align: center;">D. Musical Expression</p> <p style="padding-left: 40px;">D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p style="text-align: center;">E. Musical Interpretation</p> <p style="padding-left: 40px;">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;">F. Music Theory</p> <p style="padding-left: 40px;">F1. Note names F2. Symbols F3. Intervals -</p>	<p>personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Do students understand the composer of the pieces they are preparing? G2. Do students understand the era of composition of the pieces they are preparing? G3. Do students understand the location of where their music was composed? G4. Do students understand why the piece was written and how it relates to history?</p>	<p>personally.</p> <p>F. Music Theory</p> <p>F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context.</p> <p>G1. Understand the composer of the pieces they are preparing. G2. Understand the era of composition of the pieces they are preparing. G3. Understand the location of where their music was composed. G4. Understand why the piece was written and how it relates to history.</p>	<p>syllables assessment. F3. Written major / perfect intervals assessment. F4. Written vocabulary assessment.</p> <p>G. Music in its historical and cultural context</p> <p>G1. Written assessment, Oral Assessment. G2. Written assessment, Oral Assessment. G3. Written assessment, Oral Assessment. G4. Written assessment, Oral Assessment.</p>	
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<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>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>				
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October

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

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

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

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

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

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

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

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

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

<p>What is good rehearsal technique?</p> <p>A. Rehearsal Technique</p> <p>A1. Materials A2. Behavior A3. Posture</p> <p>UEQ:</p> <p>What is good vocal production?</p> <p>B. Vocal Production</p> <p>B1. Breath support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy</p> <p>UEQ:</p> <p>What is successful sight reading?</p> <p>C. Sight Reading</p> <p>C1. Intonation C2. Interval</p>	<p>B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Reading</p> <p>C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with chromatic solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various</p>	<p>B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p>C. Sight Singing</p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships. C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex.</p> <p>D. Musical Expression</p> <p>D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing.</p> <p>E. Musical Interpretation</p> <p>E1. Understand music in</p>	<p>C. Sight Reading</p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level six. C2. Sight singing performance assessment using Bruce Phelps Method, level six. C3. Sight singing performance assessment using Bruce Phelps Method, level six. C4. Sight singing performance assessment using Bruce Phelps Method, level six.</p> <p>D. Musical Expression</p> <p>D1. Performance assessment. D2. Performance assessment. D3. Performance assessment.</p> <p>E. Musical Interpretation</p> <p>E1. Performance assessment. E2. Performance assessment. E3.</p>	
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<p>relationships C3. Solfege syllables C4. Rhythm</p> <p>UEQ:</p> <p>What is good musical expression?</p> <p>D. Musical Expression D1. Dynamics D2. Articulation D3. Phrasing</p> <p>UEQ:</p> <p>What is good musical interpretation?</p> <p>E. Musical Interpretation 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>F. Music Theory 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>G. Music in its historical and cultural context. 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>F. Music Theory F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals. F4. Understand musical vocabulary. F5. Understand key signatures.</p> <p>G. Music in its historical and cultural context. 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>F. Music Theory F1. Written, oral assessment. F2. Written assessment. F3. Written assessment. F4. Written assessment using the MSHSL ensemble form.</p> <p>G. Music in its historical and cultural context 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>UEQ:</p> <p>What is music theory?</p> <p>F. Music Theory F1. Triads: major, minor, augmented, diminished. F2. Scales F3. Modes F4. Concert cri tique</p> <p>UEQ:</p> <p>What constitutes a good understanding of music in its historical and cultural context?</p> <p>G. Music in its historical and cultural context G1. Composer G2. Era of composition G3. Location of composition G4. Relation of piece to history</p>		<p>piece was written and how it relates to history.</p>		
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April

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