

Choir 5 (Master)

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> <ul style="list-style-type: none"> ○ What are essential rehearsal skills? <p>A. Rehearsal Skills A1. Student</p> <p>Engagement A2. Physical</p> <p>Technique</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p>

<p>A3. Utilization of Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> ○ What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> ○ What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> ○ What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p>	<p>the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p>	<p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p>	
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<p>UEQ:</p> <ul style="list-style-type: none"> ○ What is a musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> ○ What is the artistic performance process? <p>F. Artistic Performance</p> <p>Process</p> <ul style="list-style-type: none"> F1. Rehearse/Perform F2. Performance <p>Revision</p> <ul style="list-style-type: none"> F3. Artistic Intent 	<p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>	<p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<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> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>Engagement</p> <p>Technique</p> <p>Materials</p> <p>UEQ:</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Written Test/Worksheet C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p>

<ul style="list-style-type: none"> • What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p>	<p>understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p>	
<ul style="list-style-type: none"> • What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p>	<p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p>	<p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p>	
<ul style="list-style-type: none"> • What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p> <p>UEQ:</p>	<p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p>	<p>F. Artistic Performance Process</p>		
<ul style="list-style-type: none"> • What is musical expression? 				

<p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent</p>	<p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p>	<p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</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 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p>

<p>IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? 	<p>materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic</p>	<p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p>	<p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>CA= Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Written Test/Worksheet C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p>	<p>B1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. B2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. B3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p> <p>E. Music Expression</p> <p>E1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. E2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. E3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>F. Artistic Performance</p>
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<p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? 	<p>patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p>	<p>D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>	<p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>CA= Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. CA= In-class Mock Concert F3. Classroom Discussion</p>	<p>Process</p> <p>F2. CA= In-class Mock Concert Rubric</p>
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<p>F. Artistic Performance</p> <p>Process</p> <p>F1. Rehearse/Perform</p> <p>F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent</p>				
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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> <ul style="list-style-type: none"> What are essential rehearsal skills? <p style="padding-left: 40px;">A. Rehearsal Skills</p> <p style="padding-left: 80px;">A1. Student</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques.</p> <p>B2. Sing with standard choral vowels</p> <p>B3. Sing with sensitivity to the</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques.</p> <p>B2. I can sing with tall, open vowel sounds.</p> <p>B3. I can sing in a way that is</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric</p> <p>A2. Daily Rehearsal Rubric</p> <p>A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment.</p> <p>B2. Authentic assessment.</p> <p>B3. Authentic assessment.</p> <p>CA= December Choir Concert</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric</p> <p>A2. Daily Rehearsal Rubric</p> <p>A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Concert Rubric</p> <p>B2. Concert Rubric</p> <p>B3. Concert Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p> <p>E. Music Expression</p>

<p>Engagement Technique Materials</p> <p>A2. Physical A3. Utilization of</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p> <p>E. Music Expression</p>	<p>sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the</p>	<p>C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>CA= December Choir Concert</p> <p>F. Artistic Performance Process</p> <p>F1. CA= December Choir Concert</p>	<p>E1. Concert Rubric E2. Concert Rubric E3. Concert Rubric</p> <p>F. Artistic Performance Process</p> <p>F1. CA= December Choir Concert F2. CA= Argumentative Writing: Post-Concert Reflection</p>
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<p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process</p> <p>Revision</p> <p>F1. Rehearse/Perform F2. Performance F3. Artistic Intent F4. Concert Etiquette</p>	<p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections. F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed. F4. I can describe and demonstrate appropriate performer and audience etiquette.</p>	<p>F2. CA= Argumentative Writing: Post-Concert Reflection F3. Classroom Discussion F4. Self-Evaluation and Classroom Discussion</p>	
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January

Content	Skills	Learning Targets	Assessment	Resources & Technology
CEQ:	A. Rehearsal Skills	A. Rehearsal Skills	A: Rehearsal Skills	A: Rehearsal Skills

<p>● WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>● What are essential rehearsal skills?</p> <p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p> <p>UEQ:</p> <p>● What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p>	<p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C4. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments.</p>	<p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p>
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<p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p>	<p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns.</p> <p>D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>D2. Formative Assessments through daily rehearsal questioning and discussion.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>E. Music Expression</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p>	<p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p>	<p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music</p>	<p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed.</p>	<p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p>	

<p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent</p>	<p>from a variety of contexts and styles</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p>	<p>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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February

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques.</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p> <p>F. Artistic Performance Process</p> <p>F3. CA= Informative Writing:</p>

<p>A. Rehearsal Skills A1. Student A2. Physical Technique A3. Utilization of</p> <p>Engagement</p> <p>Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading</p>	<p>B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical</p>	<p>B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate</p>	<p>Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Written Test/Worksheet</p> <p>D. Music Literacy</p> <p>D1. Smart Music sight reading test of small-group sight reading test. D2. Written Test/Worksheet</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p> <p>CA= "Music in West Africa" worksheet in shared choir folder.</p>	<p>"Music in West Africa" music listening worksheet</p>
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<p>D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process F1. Rehearse/Perform F2. Performance</p> <p>Revision F3. Artistic Intent</p>	<p>score.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p>	<p>volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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March

Content	Skills	Learning Targets	Assessment	Resources & Technology
CEQ:	A. Rehearsal Skills	A. Rehearsal Skills	A: Rehearsal Skills	A: Rehearsal Skills

<p>● WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</p> <p>UEQ:</p> <p>● What are essential rehearsal skills?</p> <p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p> <p>UEQ:</p> <p>● What is good vocal production?</p> <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p>	<p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>CA= Small group or Smart Music choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using</p>	<p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>CA= Small Group Singing Test Rubric (in the shared folder)</p> <p>D. Music Literacy</p> <p>D1. "Steps to Harmony" - Volume 1</p> <p>E. Musical Expression</p> <p>CA= Small Group Singing Test Rubric (in the shared folder)</p> <p>F. Artistic Performance Process</p> <p>F1. CA= March Concert</p>
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<p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? 	<p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns.</p> <p>D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p> <p>D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>Steps to Harmony packets, Smart Board exercises, and auditory assessments.</p> <p>D2. Formative Assessments through daily rehearsal questioning and discussion.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? 	<p>D. Music Literacy</p> <p>D1. Sight Reading</p> <p>D2. Score Reading</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music.</p> <p>E2. As I sing, I can show the difference between staccato and legato.</p>	<p>E. Music Expression</p> <p>E1. Daily Rehearsal</p> <p>E2. Daily Rehearsal</p> <p>E3. Daily Rehearsal</p> <p>CA= Small group or Smart Music choral test on one concert piece. Grading scale in Shared Choir Folder.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? 	<p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics</p> <p>E2. Demonstrate appropriate articulation</p> <p>E3. Sing with musical phrasing and line, as guided by the director.</p>	<p>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles.</p> <p>F2. I can assess my own performance and make changes as needed.</p>	<p>F. Artistic Performance Process</p> <p>F1. CA= March Concert</p> <p>F2. Daily Rehearsal</p> <p>F3. Classroom Discussion</p> <p>F4. Self-Evaluation and Classroom Discussion</p>	

<p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent F4. Concert Etiquette</p>	<p>from a variety of contexts and styles</p> <p>F2. Revise performance based on feedback from others and self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p> <p>F4. I can describe and demonstrate appropriate performer and audience etiquette.</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>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p>	<p>C. Sight Reading</p> <p>C1. Steps to Harmony: Volume One C2. Steps to Harmony: Volume One C3. Steps to Harmony: Volume One C4. Steps to Harmony: Volume One</p>

<p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p>	<p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p>	<p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>D. Music Literacy</p>	<p>D. Music Literacy</p>	<p>D. Music Literacy</p> <p>D1. Formative Assessments through daily rehearsal questioning and discussion. D2. Written Test/Worksheet</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p>	<p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level</p>	<p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p>	

<p>UEQ:</p> <ul style="list-style-type: none"> • What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> • What is the artistic performance process? <p>F. Artistic Performance Process F1. Rehearse/Perform F2. Performance</p>	<p>of literacy within the content area, specifically relating to the reading of a musical score.</p> <p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
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<p>Revision F3. Artistic Intent</p>				
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May

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques.</p> <p>B2. Sing with standard choral</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques.</p> <p>B2. I can sing with tall, open vowel</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>CA= Small group choral test or Smart Music assessment on one concert piece. Grading scale in Shared Choir Folder.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>CA= Small Groups Singing Test Rubric (located in the shared folder)</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p> <p>E. Musical Expression</p>

<p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading</p>	<p>vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read</p>	<p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>CA= Small group choral test or Smart Music assessment on one concert piece. Grading scale in</p>	<p>CA= Small Groups Singing Test Rubric (located in the shared folder)</p> <p>F. Artistic Performance Process</p> <p>F1. Concert Rubric</p> <p>CA= Narrative Writing: "It's All About Me - Personal Soundtrack" worksheet.</p>
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<p>D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is a musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process F1. Rehearse/Perform F2. Performance</p> <p>Revision F3. Artistic Intent</p>	<p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p> <p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections. F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p> <p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed. F4. I can describe and demonstrate appropriate performer and audience etiquette.</p>	<p>Shared Choir Folder.</p> <p>F. Artistic Performance Process</p> <p>F1. CA= May Concert F2. Daily Rehearsal F3. Classroom Discussion F4. Self-Evaluation and Classroom Discussion</p> <p>CA= Narrative Writing: "It's All About Me - Personal Soundtrack" worksheet.</p>	
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