

Choir 6 (Master)

September 2020

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li><b>What are essential rehearsal skills?</b></li> </ul> <p><b>A. Rehearsal Skills</b>  <b>A1. Student</b>  <b>A2. Physical</b>  <b>A3. Utilization of</b></p> <p><b>Engagement</b>  <b>Technique</b>  <b>Materials</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li><b>What is good vocal production?</b></li> </ul> <p><b>B. Vocal Production</b>  <b>B1. Breath support</b>  <b>B2. Vowel shape</b>  <b>B3. Blend</b></p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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><b>C. Music Theory</b></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><b>D. Music Literacy</b></p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic</p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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><b>C. Music Theory</b></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</p> <p><b>D. Music Literacy</b></p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric  A2. Daily Rehearsal Rubric  A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment.  B2. Authentic assessment.  B3. Authentic assessment.</p> <p><b>C. Music Thoery</b></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><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p>

<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ <b>What is music theory?</b></li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b>  <b>C3. Symbols</b></p>	<p>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><b>E. Music Expression</b></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><b>E. Music Expression</b></p>	<p><b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>F. Artistic Performance Process</b></p>	
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ <b>What is music literacy?</b></li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p>	<p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></p>	<p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p>	<p><b>F1. Daily Rehearsal</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b></p>	
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ <b>What is musical expression?</b></li> </ul> <p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p>	<p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b>  <b>F2. Revise performance based on feedback from others and self-reflection.</b>  <b>F3. Discuss artistic intent of concert selections.</b></p>	<p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>		
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ <b>What is the artistic performance process?</b></li> </ul> <p><b>F. Artistic Performance Process</b>  <b>F1. Rehearse/Perform</b>  <b>F2. Performance</b></p>				

<b>Revision</b>	<b>F3. Artistic Intent</b>				
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**October**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>Engagement</b></p> <p style="padding-left: 20px;"><b>A. Rehearsal Skills</b></p> <p style="padding-left: 40px;">A1. Student</p> <p style="padding-left: 40px;">A2. Physical</p> <p><b>Technique</b></p> <p style="padding-left: 20px;">A3. Utilization of Materials</p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b></p> <p style="padding-left: 20px;">B1. Breath support</p> <p style="padding-left: 20px;">B2. Vowel shape</p> <p style="padding-left: 20px;">B3. Blend</p>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1.</b> 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><b>A2.</b> Understand and display appropriate choral posture.</p> <p><b>A3.</b> Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p><b>B. Vocal Production</b></p> <p><b>B1.</b> Understand and practice proper vocal breathing techniques.</p> <p><b>B2.</b> Sing with standard choral vowels</p> <p><b>B3.</b> Sing with sensitivity to the ensemble sound.</p> <p><b>C. Music Theory</b></p> <p><b>C1.</b> Identify note names on the musical staff.</p> <p><b>C2.</b> Identify basic rhythmic values relating to their concert pieces.</p> <p><b>C3.</b> Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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 sensitive to my choir so that my voice matches the sound of others around me.</p> <p><b>C. Music Theory</b></p> <p>C1. I can identify note names on the musical staff.</p> <p>C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests.</p> <p>C3. I know what basic musical symbols look like and how to use them correctly.</p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b></p> <p><b>A2. Daily Rehearsal Rubric</b></p> <p><b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Authentic assessment.</b></p> <p><b>B2. Authentic assessment.</b></p> <p><b>B3. Authentic assessment.</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Written Test/Worksheet</b></p> <p><b>C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b></p> <p><b>C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments.</b></p> <p><b>D2. Formative Assessments through daily rehearsal questioning and discussion.</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b></p> <p><b>A2. Daily Rehearsal Rubric</b></p> <p><b>A3. Daily Rehearsal Rubric</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p>

<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is music theory?</li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b>  <b>C3. Symbols</b></p>	<p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b></p> <p><b>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.</b></p>	<p><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p>	
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p>	<p><b>E. Music Expression</b></p>	<p><b>E. Music Expression</b></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>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b></p>	
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is musical expression?</li> </ul> <p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p>	<p><b>E1. Sing with appropriate dynamics</b></p> <p><b>E2. Demonstrate appropriate articulation</b></p> <p><b>E3. Sing with musical phrasing and line, as guided by the director.</b></p>	<p><b>F. Artistic Performance Process</b></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>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>• What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b>  <b>F1. Rehearse/Perform</b>  <b>F2. Performance</b></p> <p><b>Revision</b>  <b>F3. Artistic Intent</b></p>	<p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b></p> <p><b>F2. Revise performance based on feedback from others and self-reflection.</b></p> <p><b>F3. Discuss artistic intent of concert selections.</b></p>			

November				
Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>Engagement</b></p> <p><b>Technique</b></p> <p><b>Materials</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is good vocal production?</li> </ul> <p><b>UEQ:</b></p>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1.</b> Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.  <b>A2.</b> Understand and display appropriate choral posture.  <b>A3.</b> Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p><b>B. Vocal Production</b></p> <p><b>B1.</b> Understand and practice proper vocal breathing techniques.  <b>B2.</b> Sing with standard choral vowels  <b>B3.</b> Sing with sensitivity to the ensemble sound.</p> <p><b>C. Music Theory</b></p> <p><b>C1.</b> Identify note names on the musical staff.  <b>C2.</b> Identify basic rhythmic values relating to their concert pieces.  <b>C3.</b> Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p><b>D. Music Literacy</b></p> <p><b>D1.</b> Analyze and demonstrate a basic knowledge of the sight</p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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><b>C. Music Theory</b></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><b>D. Music Literacy</b></p> <p>D1. I understand the steps to sight</p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Authentic assessment.</b>  <b>B2. Authentic assessment.</b>  <b>B3. Authentic assessment.</b></p> <p><b>CA= Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b>  <b>C2. Written Test/Worksheet</b>  <b>C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments.</b>  <b>D2. Formative Assessments through daily rehearsal questioning and discussion.</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b>  <b>B2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b>  <b>B3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b>  <b>E2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b>  <b>E3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p>

<ul style="list-style-type: none"> <li>• <b>What is music theory?</b></li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b>  <b>C3. Symbols</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is music literacy?</b></li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is musical expression?</b></li> </ul> <p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is the artistic performance process?</b></li> </ul> <p><b>F. Artistic Performance Process</b>  <b>F1. Rehearse/Perform</b>  <b>F2. Performance</b>  <b>F3. Artistic Intent</b></p>	<p><b>reading process using step-wise motion, limited range and basic rhythmic patterns.</b>  <b>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.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b>  <b>F2. Revise performance based on feedback from others and self-reflection.</b>  <b>F3. Discuss artistic intent of concert selections.</b></p>	<p>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><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>	<p><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>CA= Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b>  <b>F2. CA= In-class Mock Concert</b>  <b>F3. Classroom Discussion</b></p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F2. CA= In-class Mock Concert Rubric</b></p>
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December

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1.</b> Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.  <b>A2.</b> Understand and display appropriate choral posture.  <b>A3.</b> Appropriately utilizes choral materials to effectively engage in the choral process.</p>	<p><b>A. Rehearsal Skills</b></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>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Authentic assessment.</b>  <b>B2. Authentic assessment.</b>  <b>B3. Authentic assessment.</b></p> <p><b>CA= December Choir Concert</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Concert Rubric</b>  <b>B2. Concert Rubric</b>  <b>B3. Concert Rubric</b></p>
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>A. Rehearsal Skills</b>  <b>A1. Student</b>  <b>A2. Physical</b>  <b>A3. Utilization of</b></p>	<p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice proper vocal breathing techniques.</b>  <b>B2. Sing with standard choral vowels</b>  <b>B3. Sing with sensitivity to the ensemble sound.</b></p>	<p><b>B. Vocal Production</b></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><b>C. Music Theory</b></p> <p><b>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b>  <b>C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b>  <b>C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b></p>	<p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p>
<p><b>Engagement</b></p> <p><b>Technique</b></p> <p><b>Materials</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b>  <b>B1. Breath support</b>  <b>B2. Vowel shape</b>  <b>B3. Blend</b></p>	<p><b>C. Music Theory</b></p> <p><b>C1. Identify note names on the musical staff.</b>  <b>C2. Identify basic rhythmic values relating to their concert pieces.</b>  <b>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</b></p>	<p><b>C. Music Theory</b></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><b>D. Music Literacy</b></p> <p><b>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments.</b>  <b>D2. Formative Assessments through daily rehearsal questioning and discussion.</b></p>	<p><b>E. Music Expression</b></p> <p><b>E1. Concert Rubric</b>  <b>E2. Concert Rubric</b>  <b>E3. Concert Rubric</b></p>
<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is music theory?</li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b></p>	<p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b></p>	<p><b>D. Music Literacy</b></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</p>	<p><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b></p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. CA= December Choir Concert</b>  <b>F2. CA= Argumentative Writing: Post-Concert Reflection</b></p>

<p><b>C3. Symbols</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is musical expression?</li> </ul> <p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b>  <b>F1. Rehearse/Perform</b>  <b>F2. Performance</b>  <b>F3. Artistic Intent</b>  <b>F4. Concert Etiquette</b></p>	<p><b>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.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b>  <b>F2. Revise performance based on feedback from others and self-reflection.</b>  <b>F3. Discuss artistic intent of concert selections.</b>  <b>F4. Describe and demonstrate appropriate performer and audience etiquette.</b></p>	<p>can successfully find my way around my concert music.</p> <p><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b>  <b>F4. I can describe and demonstrate appropriate performer and audience etiquette.</b></p>	<p><b>E3. Daily Rehearsal</b></p> <p><b>CA= December Choir Concert</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. CA= December Choir Concert</b>  <b>F2. CA= Argumentative Writing: Post-Concert Reflection</b>  <b>F3. Classroom Discussion</b>  <b>F4. Self-Evaluation and Classroom Discussion</b></p>	
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**January**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF</b></li> </ul>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students'</b></p>	<p><b>A. Rehearsal Skills</b></p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students'</p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric  A2. Daily Rehearsal Rubric  A3. Daily Rehearsal Rubric</p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p>



<p><b>CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>A. Rehearsal Skills</b>                  A1. Student Engagement                  A2. Physical Technique                  A3. Utilization of Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b>                  B1. Breath support                  B2. Vowel shape                  B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is music theory?</li> </ul> <p><b>C. Music Theory</b>                  C1. Note Names                  C2. Rhythmic Values                  C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>                  D1. Sight Reading</p>	<p>right to learn, and focusing on the group task at hand.  <b>A2. Understand and display appropriate choral posture.</b>  <b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice proper vocal breathing techniques.</b>  <b>B2. Sing with standard choral vowels</b>  <b>B3. Sing with sensitivity to the ensemble sound.</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Identify note names on the musical staff.</b>  <b>C2. Identify basic rhythmic values relating to their concert pieces.</b>  <b>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b>  <b>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</b></p>	<p>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>B. Vocal Production</b></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><b>C. Music Theory</b></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><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate</b></p>	<p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment.                  B2. Authentic assessment.                  B3. Authentic assessment.</p> <p><b>C. Music Thoery</b></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><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b></p>	<p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p>
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<p>D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is musical expression?</li> </ul> <p><b>E. Music Expression</b></p> <p>E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b></p> <p>F1. Rehearse/Perform F2. Performance F3. Artistic Intent</p>	<p><b>the reading of a musical score.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b> <b>E2. Demonstrate appropriate articulation</b> <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b> <b>F2. Revise performance based on feedback from others and self-reflection.</b> <b>F3. Discuss artistic intent of concert selections.</b></p>	<p><b>volume level based on what I read in my music.</b></p> <p><b>E2. As I sing, I can show the difference between staccato and legato.</b> <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b> <b>F2. I can assess my own performance and make changes as needed.</b> <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>	<p><b>F2. Daily Rehearsal</b> <b>F3. Classroom Discussion</b></p>	
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**February**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p>UEQ:</p>	<p><b>A. Rehearsal Skills</b></p> <p><b>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.</b> <b>A2. Understand and display appropriate choral posture.</b> <b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p><b>C. Music Thoery</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b> <b>A2. Daily Rehearsal Rubric</b> <b>A3. Daily Rehearsal Rubric</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p> <p><b>F. Artistic Performance Process</b></p>

<ul style="list-style-type: none"> <li>• What are essential rehearsal skills?</li> </ul> <p><b>A. Rehearsal Skills</b>  A1. Student  A2. Physical Technique  A3. Utilization of</p> <p>Engagement  Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b>  B1. Breath support  B2. Vowel shape  B3. Blend</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is music theory?</li> </ul> <p><b>C. Music Theory</b>  C1. Note Names  C2. Rhythmic Values  C3. Symbols</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>  D1. Sight Reading  D2. Score Reading</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• What is musical expression?</li> </ul>	<p><b>B1. Understand and practice proper vocal breathing techniques.</b>  <b>B2. Sing with standard choral vowels</b>  <b>B3. Sing with sensitivity to the ensemble sound.</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Identify note names on the musical staff.</b>  <b>C2. Identify basic rhythmic values relating to their concert pieces.</b>  <b>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b>  <b>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.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b></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><b>C. Music Theory</b></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><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p>	<p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.  C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions.  C3. Written Test/Worksheet</p> <p><b>D. Music Literacy</b></p> <p>D1. Smart Music sight reading test of small-group sight reading test.  D2. Written Test/Worksheet</p> <p><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b></p> <p><b>CA= "Music in Brazil" worksheet in shared choir folder.</b></p>	<p><b>F3. CA= Informative Writing: "Music in Brazil" music listening worksheet</b></p>
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<p><b>E. Music Expression</b> E1. Dynamics E2. Articulation E3. Phrasing</p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b> F1. Rehearse/Perform F2. Performance F3. Artistic Intent</p>	<p><b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></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><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b> <b>F2. I can assess my own performance and make changes as needed.</b> <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>		
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**March**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p>UEQ:</p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>A. Rehearsal Skills</b> A1. Student A2. Physical Technique A3. Utilization of</p>	<p><b>A. Rehearsal Skills</b></p> <p><b>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.</b> <b>A2. Understand and display appropriate choral posture.</b> <b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice proper vocal breathing techniques.</b> <b>B2. Sing with standard choral vowels</b> <b>B3. Sing with sensitivity to the ensemble sound.</b></p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p><b>CA= Small group or Smart Music choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p> <p><b>C. Music Thoery</b></p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p><b>CA= Small Group Singing Test Rubric (in the shared folder)</b></p> <p><b>D. Music Literacy</b></p> <p>D1. "Steps to Harmony" - Volume 1</p> <p><b>E. Musical Expression</b></p> <p><b>CA= Small Group Singing Test Rubric (in the shared folder)</b></p>

<p>UEQ:</p> <ul style="list-style-type: none"> <li>What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b>                  B1. Breath support                  B2. Vowel shape                  B3. Blend</p>	<p><b>C. Music Theory</b></p> <p><b>C1. Identify note names on the musical staff.</b>  <b>C2. Identify basic rhythmic values relating to their concert pieces.</b>  <b>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</b></p>	<p><b>C. Music Theory</b></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>C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions.                  C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p><b>D. Music Literacy</b></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><b>F. Artistic Performance Process</b></p> <p><b>F1. CA= March Concert</b></p>
<p>UEQ:</p> <ul style="list-style-type: none"> <li>What is music theory?</li> </ul> <p><b>C. Music Theory</b>                  C1. Note Names                  C2. Rhythmic Values                  C3. Symbols</p>	<p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b>  <b>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.</b></p>	<p><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>CA= Small group or Smart Music choral test on one concert piece. Grading scale in Shared Choir Folder.</b></p>	
<p>UEQ:</p> <ul style="list-style-type: none"> <li>What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>                  D1. Sight Reading                  D2. Score Reading</p>	<p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p>	<p><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. CA= March Concert</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b>  <b>F4. Self-Evaluation and Classroom Discussion</b></p>	
<p>UEQ:</p> <ul style="list-style-type: none"> <li>What is musical expression?</li> </ul> <p><b>E. Music Expression</b>                  E1. Dynamics                  E2. Articulation                  E3. Phrasing</p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music</b></p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain</b></p>		
<p>UEQ:</p>				

<ul style="list-style-type: none"> <li>What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b></p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent F4. Concert Etiquette</p>	<p><b>from a variety of contexts and styles</b></p> <p><b>F2. Revise performance based on feedback from others and self-reflection.</b></p> <p><b>F3. Discuss artistic intent of concert selections.</b></p> <p><b>F4. Describe and demonstrate appropriate performer and audience etiquette.</b></p>	<p><b>songs were written and how the composer wanted them to be performed.</b></p> <p><b>F4. I can describe and demonstrate appropriate performer and audience etiquette.</b></p>		
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**April**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What are essential rehearsal skills?</li> </ul> <p><b>A. Rehearsal Skills</b></p> <p>A1. Student</p> <p><b>Engagement</b></p> <p>A2. Physical</p> <p><b>Technique</b></p> <p>A3. Utilization of</p>	<p><b>A. Rehearsal Skills</b></p> <p><b>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.</b></p> <p><b>A2. Understand and display appropriate choral posture.</b></p> <p><b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice proper vocal breathing techniques.</b></p> <p><b>B2. Sing with standard choral vowels</b></p> <p><b>B3. Sing with sensitivity to the ensemble sound.</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Identify note names on the musical staff.</b></p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></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 sensitive to my choir so that my voice matches the sound of others around me.</p> <p><b>C. Music Theory</b></p> <p>C1. I can identify note names on</p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p><b>C. Music Theory</b></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><b>D. Music Literacy</b></p>	<p><b>C. Sight Reading</b></p> <p>C1. "Steps to Harmony" - Volume 1 C2. "Steps to Harmony" - Volume 1 C3. "Steps to Harmony" - Volume 1 C4. "Steps to Harmony" - Volume 1</p>

<p><b>Materials</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ What is good vocal production?</li> </ul> <p><b>B. Vocal Production</b>  <b>B1. Breath support</b>  <b>B2. Vowel shape</b>  <b>B3. Blend</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ What is music theory?</li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b>  <b>C3. Symbols</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ What is music literacy?</li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>○ What is musical expression?</li> </ul> <p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p>	<p><b>C2. Identify basic rhythmic values relating to their concert pieces.</b>  <b>C3. Demonstrate a basic understanding of the definition and application of musical symbols.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</b>  <b>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.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b>  <b>F2. Revise performance based on feedback from others and</b></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 them correctly.</p> <p><b>D. Music Literacy</b></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><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>	<p>D1. Formative Assessments through daily rehearsal questioning and discussion.  D2. Written Test/Worksheet</p> <p><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b></p> <p>.</p>	
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<p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>o What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform</b> <b>F2. Performance</b></p> <p><b>Revision</b></p> <p><b>F3. Artistic Intent</b></p>	<p><b>self-reflection.</b></p> <p><b>F3. Discuss artistic intent of concert selections.</b></p>			
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**May**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li>• <b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p>	<p><b>A. Rehearsal Skills</b></p> <p><b>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.</b></p> <p><b>A2. Understand and display appropriate choral posture.</b></p> <p><b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice</b></p>	<p><b>A. Rehearsal Skills</b></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>B. Vocal Production</b></p> <p>B1. I can understand and practice</p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p><b>CA= Small group choral test or Smart Music assessment on one concert piece. Grading scale in Shared Choir Folder.</b></p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p><b>CA= Small Groups Singing Test Rubric (located in the shared folder)</b></p> <p><b>D. Music Literacy</b></p> <p>D1. Steps to Harmony: Volume One</p>



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