



# PISCATAWAY TOWNSHIP SCHOOLS

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## Choir

**Content Area:** Music  
**Grade Span:** Grades 9-12  
**Revised by:**  
**Presented by:**  
**Approval date:**

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## COURSE OVERVIEW

Description		
<p><b>Treble Chorus</b> This is a beginning level course exclusively for soprano and alto (treble) voices that requires no singing experience or audition. This performance-based course will include two mandatory evening performances. Course topics will include vocal technique, musicianship, sight-singing, ensemble skills, and performance.</p>		
<p><b>Tenor/Bass Chorus</b> This is a beginning level course exclusively for tenor and bass voices that requires no singing experience or audition. This performance-based course will include two mandatory evening performances. Course topics will include vocal technique, musicianship, sight-singing, ensemble skills, and performance.</p>		
<p><b>Advanced Women’s Ensemble</b> This is an auditioned, intermediate level ensemble designed exclusively for women who have demonstrated maturity, responsibility, and commitment in rehearsal and performance. This performance-based course will include two mandatory evening performances. Course topics will include vocal technique, musicianship, sight-singing, ensemble skills, and performance. Prerequisite: Acceptance by audition and director approval.</p>		
<p><b>Concert Choir/Honors Concert Choir</b> This is a selective, auditioned ensemble open to soprano, alto, tenor, and bass voice parts with an advanced level of maturity, responsibility, and commitment in rehearsal and performance. Students will be expected to demonstrate a high level of skill in singing, reading music, and rehearsal techniques. Students wishing to take this course must be aware that this group is performance-oriented and students are expected to attend a number of mandatory performances each year. Honors credit is available to students in grade 12 who successfully audition for Concert Choir and meet additional performance requirements including, but not limited to: auditioning for Region Ensemble, performing in a chamber ensemble, or performing in Chamber Choir or Noteriety. Prerequisite: Acceptance by audition and director approval.</p>		
Goals		
<ul style="list-style-type: none"> <li>- Develop musicianship</li> <li>- Develop music literacy</li> <li>- Develop sight-singing skills</li> <li>- Develop performance skills</li> <li>- Explore, interpret, and perform appropriate repertoire</li> <li>- Perform publicly in various performance settings</li> <li>- Perform a wide variety of repertoire</li> </ul>		
Scope and Sequence		
Unit	Topic	Length
Unit 1	Music Literacy	Year Long
Unit 2	Sight-Singing	Year Long
Unit 3	Vocal Technique	Year Long
Unit 4	Ensemble Skills	Year Long

Unit 5	Performance	Year Long
<b>Resources</b>		
<p><b>Suggested Resources:</b> See each unit for specific assessment/activity suggestions with regard to structure.</p> <p><b>List of Terminology:</b></p> <p><b>I. Music Literacy</b> Key Signature Time Signature Tempo Staccato Legato Crescendo Decrescendo Accelerando Ritardando Diminuendo Repeat Signs Accent First and Second Ending 8va D.S D.C coda Subito Molto Dolce Sforzando Tenuto Accidentals Chromatic Dissonance Polyphonic Meter Subdivision Sharp Flat Treble Clef Bass Clef Measure Double Bar line</p> <p><b>II. Sight Singing</b> Tonic Interval</p> <p><b>III. Vocal Technique</b> Head Voice</p>		

Chest Voice

Larynx

Soft Palette

Diaphragm

Alignment

Resonance

Vibrato

Intonation

Range

Soprano

Alto

Tenor

Bass

#### **IV. Ensemble Skills**

Balance

Blend

Unison

#### **V. Performance**

Style

Genre

A Cappella

Accompaniment

## ALL UNITS: INSTRUCTIONAL FOCUS

<b>Summary and Rationale</b>	
<p>The High School Choral Music Curriculum is designed for the vocal development of the choral musician and sets sequential standards and guidelines for ensemble singing, and comprehensive music education.</p> <p>Because there are a variety of vocal ensembles at Piscataway High School, and because students who participate in them come with various choral singing backgrounds and experiences, the curriculum is based on proficiency levels rather than grade levels or courses.</p> <p>Beginning: Treble and Tenor/Bass Chorus            Intermediate: Advanced Women’s Ensemble            Advanced: Concert Choir</p> <p>Each of the proficiency levels represents a sequential instructional program that has specific understanding and skills that represent specific expected outcomes. The students are aware of the levels, and are empowered to further their musical development.</p> <p>Each level is constructed to establish and promote excellence of the choral art, and to develop the individual growth of each student as an independent musician and contributor to the entire choral ensemble.</p>	
<b>State Standards</b>	
<b>Anchor Standard 1</b>	Generating and Conceptualizing Ideas
Novice	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Accomplished	
1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Advanced	
1.3.Cadv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
<b>Anchor Standard 2</b>	Organizing and Developing Ideas
Novice	
1.3.C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	

1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
Accomplished	
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Advanced	
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
<b>Anchor Standard 3</b>	<b>Refining and Completing Products</b>
Novice	
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Intermediate	
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Proficient	
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Accomplished	
1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
Advanced	
1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.

1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts
<b>Anchor Standard 4</b>	<b>Selecting, Analyzing, and Interpreting Work</b>
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive

	challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.



1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	<b>Perceiving and Analyzing Products</b>
Novice	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient	
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	<b>Interpreting intent and meaning</b>

Novice	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
Intermediate	
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research
Accomplished	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9</b>	Applying criteria to evaluate products.
Novice	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Intermediate	
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
Proficient	
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Accomplished	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

## UNIT 1: Music Literacy

<b>Summary and Rationale</b>	
<p>Students will understand rhythmic and melodic notation, as well as expressive symbols.</p> <p>Students will recognize musical elements in the score as they are appropriate to different periods of history and cultures.</p> <p>Students will synthesize the material from the written score in performance.</p> <p>Students will analyze the accuracy of the performance as compared to the score.</p>	
<b>Recommended Pacing</b>	
Year Long	
<b>State Standards</b>	
<b>Anchor Standard 1</b>	Generating and Conceptualizing Ideas
Novice	
1.3.C.12nov.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	
1.3.C.12int.Cr1a	Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3.C.1prof.Cr1a	Compose and improvise ideas for melodies, rhythmic passages and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Accomplished	
1.3.C.1acc.Cr1a	Compose and improvise ideas for arrangements, sections and short compositions for specific purposes that reflect characteristic(s) of music from a variety of historical periods or cultures studied in rehearsal.
Advanced	
1.3Cadv.Cr1a	Compose and improvise musical ideas for a variety of purposes and contexts.
<b>Anchor Standard 2</b>	Organizing and Developing Ideas
Novice	

1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
Accomplished	
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Advanced	
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
<b>Anchor Standard 3</b>	<b>Refining and Completing Products</b>
Novice	
1.3C.12nov.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.
1.3C.12nov.Cr3b	Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Intermediate	
1.3C.12int.Cr3a	Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.
1.3C.12int.Cr3b	Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.
Proficient	
1.3C.12prof.Cr3a	Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes.
1.3C.12prof.Cr3b	Share personally developed melodies, rhythmic passages, and arrangements (individually or as an ensemble) that address identified purposes.
Accomplished	

1.3C.12acc.Cr3a	Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes.
1.3C.12acc.Cr3b	Share personally developed arrangements, sections and short compositions (individually or as an ensemble) that address identified purposes
Advanced	
1.3C.12adv.Cr3a	Evaluate and refine varied draft musical works based on appropriate criteria, including the extent to which they address identified purposes and contexts.
1.3C.12adv.Cr3b	Share varied, personally developed musical works (individually or as an ensemble) that address identified purposes and contexts
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.

Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.

Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	Perceiving and Analyzing Products
Novice	



1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient	
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	Interpreting intent and meaning
Novice	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
Intermediate	
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the

	setting of the text (when appropriate), and personal research
Accomplished	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9</b>	Applying criteria to evaluate products.
Novice	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Intermediate	
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
Proficient	
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Accomplished	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.

Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music

### Instructional Focus

#### Beginning Level

**Enduring Understandings:**

- Music literacy enhances the singers performance and appreciation of music.
- Music literacy allows the learner to master difficult literature at a significantly faster rate.
- Through studying, improvising/creating, rehearsing and performing choral literature from different world cultures and genres, students gain a greater appreciation of the complexity found in the artistry of composition.
- Learning to interpret patterns and symbols in music helps one to independently explore music as well as communicate ideas with others through music.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.

**Essential Questions:**

- How will development of my music reading skills benefit my music rehearsal and performance skills?
- How will development of my music reading skills benefit my opinions and appreciation of varied and diverse music?
- How can our understanding of the elements of music make us stronger singers, performers, listeners and communicators?
- Why is it important to read and write the language of music? How is music a form of communication?
- How do changes of tempo and dynamics affect the mood of the song and the composers/lyricists goals of communication?

**Knowledge:**

- Students will identify pitch notation in treble and bass clefs, and all major key signatures.
- Students will identify rhythmic notation including whole, half, dotted half, quarter, sixteenth, and dotted quarter note and rest values, common time, cut time, 4/8, 3/8 and 6/8 time signatures (meter) and tempo markings.
- Students will identify musical vocabulary and terminology appropriate to repertoire. (Listed on First Level Musician Sheet)

**Skills:**

- Students will execute pitch notation in treble and bass clefs, and all major key signatures.
- Students will execute rhythmic notation including whole, half, dotted half, quarter, sixteenth, and dotted quarter note and rest values, common time, cut time, 4/8, 3/8 and 6/8 time signatures (meter) and tempo markings.
- Students will interpret musical vocabulary and terminology appropriate to repertoire. (Listed on First Level Musician Sheet)
- Increase fluency of acquiring new material.
- Identify pattern, key signature changes, themes and motives through score analysis.
- Compare the results of composition when symbols are not observed and identify how these symbols aid in the composers objective.

**Intermediate Level****Enduring Understandings:**

- Music literacy enhances the singers performance and appreciation of music.
- Music literacy allows the learner to master difficult literature at a significantly faster rate.
- Through studying, improvising/creating, rehearsing and performing choral literature from different world cultures and genres, students gain a greater appreciation of the complexity found in the artistry of composition.
- Learning to interpret patterns and symbols in music helps one to independently explore music as well as communicate ideas with others through music.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.

**Essential Questions:**

- How will development of my music reading skills benefit my music rehearsal and performance skills?
- How will development of my music reading skills benefit my opinions and appreciation of varied and diverse music?
- How can our understanding of the elements of music make us stronger singers, performers, listeners and communicators?
- Why is it important to read and write the language of music? How is music a form of communication?
- How do changes of tempo and dynamics affect the mood of the song and the composers/lyricists goals of communication?

**Knowledge:**

- Students will identify pitch notation in treble, tenor and bass clefs, all major and minor keys.
- Students will identify rhythmic notation including whole, half, dotted half, quarter, sixteenth, and dotted quarter note and rest values, common time, cut time, 4/8, 3/8 and 6/8 time signatures (meter) and tempo markings.
- Students will identify musical vocabulary and terminology appropriate to repertoire. (Listed on Second Level Musician Sheet)

**Skills:**

- Students will execute pitch notation in treble and bass clefs, all major and minor keys.
- Students will execute rhythmic notation including whole, half, dotted half, quarter, sixteenth, and dotted quarter note and rest values, common time, cut time, 4/8, 3/8 and 6/8 time signatures (meter) and tempo markings.
- Students will interpret musical vocabulary and terminology appropriate to repertoire. (Listed on Second Level Musician Sheet)
- Increase fluency of acquiring new material.
- Identify pattern, key signature changes, themes and motives through score analysis.
- Compare the results of composition when symbols are not observed and identify how these symbols aid in the composers objective.

**Advanced Level****Enduring Understandings:**

- Music literacy enhances the singers performance and appreciation of music.
- Music literacy allows the learner to master difficult literature at a significantly faster rate.
- Through studying, improvising/creating, rehearsing and performing choral literature from different world cultures and genres, students gain a greater appreciation of the complexity found in the artistry of composition.
- Learning to interpret patterns and symbols in music helps one to independently explore music as well as communicate ideas with others through music.
- Critical listening and thinking skills learned through music are essential to a successful, comprehensive educational experience.

**Essential Questions:**

- How will development of my music reading skills benefit my music rehearsal and performance skills?
- How will development of my music reading skills benefit my opinions and appreciation of varied and diverse music?
- How can our understanding of the elements of music make us stronger singers, performers, listeners and communicators?
- Why is it important to read and write the language of music? How is music a form of communication?
- How do changes of tempo and dynamics affect the mood of the song and the composers/lyricists goals of communication?

**Knowledge:**

- Students will identify pitch notation in treble, tenor and bass clefs, all major and minor keys and chromatic alterations.
- Students will identify rhythmic notation including whole, half, dotted half, quarter, sixteenth, dotted quarter note, dotted eighth notes, triplets and rest values, common time, cut time, 4/8, 3/8 and 6/8 time signatures (meter) and tempo markings, and syncopation.
- Students will identify musical vocabulary and terminology appropriate to repertoire. (Listed on Third and Fourth Level Musician Sheets)

**Skills:**

- Students will execute pitch notation in treble, tenor and bass clefs, all major and minor keys and chromatic alterations.
- Students will execute rhythmic notation including whole, half, dotted half, quarter, sixteenth, dotted quarter note, dotted eighth notes, triplets and rest values, common time, cut time, 4/8, 3/8, 6/8, 2/2, 3/2, 4/2, 6/4, 12/8, 9/8 time signatures in addition to mixed meter, tempo markings, and syncopation.
- Students will interpret musical vocabulary and terminology appropriate to repertoire. (Listed on Third and Fourth Level Musician Sheets)
- Increase fluency of acquiring new material.
- Identify pattern, key signature changes, themes and motives through score analysis.
- Compare the results of composition when symbols are not observed and identify how these symbols aid in the composers objective.

**Resources**

**Activities and Lesson Components**

- Self-Assessment
- Discussions
- Performance
- Score Study
- Composition

## UNIT 2: Sight-Singing

<b>Summary and Rationale</b>	
<p>Students will understand rhythmic and melodic notation, as well as expressive symbols.</p> <p>Students will recognize musical elements in the score as they are appropriate to different periods of history and cultures.</p> <p>Students will synthesize the material from the written score in performance.</p> <p>Students will analyze the accuracy of the performance as compared to the score.</p>	
<b>Recommended Pacing</b>	
Full Year	
<b>State Standards</b>	
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	

1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.

1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	<b>Perceiving and Analyzing Products</b>
Novice	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient	
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.



1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	Interpreting intent and meaning
Novice	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
Intermediate	
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research
Accomplished	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.

### Instructional Focus

#### Beginning Level

##### Enduring Understandings:

- Achieving proficiency and fluency in reading advanced notation significantly enhances the singers performance and appreciation of sophisticated music from varying styles and traditions.
- Literacy in advanced music notation allows the learner to master difficult literature at a significantly faster rate, as well as deconstruct complex musical scores from diverse cultural contexts.
- Integrating hand signals into sight-singing methodology aids in procedural memory, motor planning and low-pressure student assessment.
- Music literacy enhances and reinforces our existing academic skills, particularly in Language Arts and Applied

Mathematics.

- Internalization of pitch direction and melody can improve vocal intonation.

**Essential Questions:**

- How can understanding pitch relationships and advanced music notation make us better singers, performers and global learners?
- How can proficiency in sight-singing enable us to master advanced choral repertoire at a quicker rate?
- How can sight-reading fluency increase the learners academic performance in other classes?
- How does adding physical movement to the pitches in a scale improve sight-singing ability?

**Knowledge:**

- Students will know how to determine the starting pitch of an exercise using the key signature.
- Students will understand the relationships between pitches as they are notated on a staff.
- Students will be able to recognize and perform a variety of intervals, appropriate to their level.
- Students will know the order of solfegge syllables and designated hand signals.

**Skills:**

- Students will read and perform complex melodies/harmonies applicable to their performance level.
- Students will apply acquired sight-singing skills to choral repertoire.
- Students will establish key from given pitch.
- Students will maintain steady pulse during sight reading.

**Intermediate Level**

**Enduring Understandings:**

- Achieving proficiency and fluency in reading advanced notation significantly enhances the singers performance and appreciation of sophisticated music from varying styles and traditions.
- Literacy in advanced music notation allows the learner to master difficult literature at a significantly faster rate, as well as deconstruct complex musical scores from diverse cultural contexts.
- Integrating hand signals into sight-singing methodology aids in procedural memory, motor planning and low-pressure student assessment.
- Music literacy enhances and reinforces our existing academic skills, particularly in Language Arts and Applied Mathematics.
- Internalization of pitch direction and melody can improve vocal intonation.

**Essential Questions:**

- How can understanding pitch relationships and advanced music notation make us better singers, performers and global learners?
- How can proficiency in sight-singing enable us to master advanced choral repertoire at a quicker rate?
- How can sight-reading fluency increase the learners academic performance in other classes?
- How does adding physical movement to the pitches in a scale improve sight-singing ability?

**Knowledge:**

- Students will know how to determine the starting pitch of an exercise using the key signature.
- Students will understand the relationships between pitches as they are notated on a staff.
- Students will be able to recognize and perform a variety of intervals, appropriate to their level.
- Students will know the order of solfegge syllables and designated hand signals.

**Skills:**

- Students will read and perform complex melodies/harmonies applicable to their performance level.
- Students will sing an independent vocal part combined with other vocal parts.
- Students will apply acquired sight-singing skills to choral repertoire.
- Students will establish key from given pitch.
- Students will maintain steady pulse during sight reading.

**Advanced Level**

**Enduring Understandings:**

- Achieving proficiency and fluency in reading advanced notation significantly enhances the singers performance and

appreciation of sophisticated music from varying styles and traditions.

- Literacy in advanced music notation allows the learner to master difficult literature at a significantly faster rate, as well as deconstruct complex musical scores from diverse cultural contexts.
- Integrating hand signals into sight-singing methodology aids in procedural memory, motor planning and low-pressure student assessment.
- Music literacy enhances and reinforces our existing academic skills, particularly in Language Arts and Applied Mathematics.
- Internalization of pitch direction and melody can improve vocal intonation.

**Essential Questions:**

- How can understanding pitch relationships and advanced music notation make us better singers, performers and global learners?
- How can proficiency in sight-singing enable us to master advanced choral repertoire at a quicker rate?
- How can sight-reading fluency increase the learners' academic performance in other classes?
- How does adding physical movement to the pitches in a scale improve sight-singing ability?

**Knowledge:**

- Students will know how to determine the starting pitch of an exercise using the key signature.
- Students will understand the relationships between pitches as they are notated on a staff.
- Students will be able to recognize and perform a variety of intervals, appropriate to their level.
- Students will know the order of solfege syllables and designated hand signals.

**Skills:**

- Students will read and perform complex melodies/harmonies applicable to their performance level.
- Students will sing an independent vocal part combined with other vocal parts.
- Students will apply acquired sight-singing skills to choral repertoire.
- Students will establish key from given pitch.
- Students will maintain steady pulse during sight reading.
- Students will perform piece at sight during Spring Concert.

**Resources**

**Activities:**

Self-Assessment  
Discussions  
Performance  
Score Study  
Composition  
Aural Skills  
Sight-singing melodies (Jenson's Sight Singing Text)

## UNIT 3: Vocal Technique

<b>Summary and Rationale</b>	
<p>Students will use appropriate vocal technique to interpret musical notation.            Students will use genre specific and historically appropriate vocal technique.            Students will synthesize healthy vocal habits in performance.            Students will evaluate and critique vocal technique.</p>	
<b>Recommended Pacing</b>	
Full Year	
<b>Anchor Standard 2</b>	Organizing and Developing Ideas
Novice	
1.3C.12nov.Cr2a	Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Intermediate	
1.3C.12int.Cr2a	Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.
Proficient	
1.3C.12prof.Cr2a	Select and develop draft melodies, rhythmic passages and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal
Accomplished	
1.3C.12acc.Cr2a	Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal.
Advanced	
1.3C.12adv.Cr2a	Select and develop composed and improvised ideas into draft musical works organized for a variety of purposes and contexts.
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music

Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	<b>Conveying Meaning Through Art</b>
Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied

	repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.

**Instructional Focus**

**Beginning Level**

**Enduring Understandings:**

- Performing carefully supervised warm-up exercises on a daily basis is essential for developing proper vocal technique.
- Mastery of advanced choral literature is not possible without proficient vocal technique.
- The study of anatomy pertaining to the voice enhances vocal production and technique.
- The singing voice is a musical instrument affected by many external and internal variables. (e.g. allergies, overall physical and emotional health, hormones, etc.)
- Just as an athlete develops the physical body and overall well-being, so must the vocalist develop the required muscles and overall well-being of the singing voice.

**Essential Questions:**

- What are the elements of a comprehensive choral vocal warm-up?
- What is good breath support? Why do choral singers need good breath support?
- What is the correct position of the tongue for singing? The soft palate?
- How can the understanding of human anatomy as it pertains to vocal pedagogy improve the quality of one’s singing?
- How does tension affect the voice? What other factors can lead to vocal damage?
- Through self-analysis, what is the appropriate voice part for your own voice? (Soprano, Alto, Tenor, Bass)

**Knowledge:**

- Students will know that manipulation of the tongue, soft palate, jaw, diaphragm are crucial factors in achieving good vocal tone production.
- Students will know how boys and girls voices change during adolescence.
- Students will know their own voice and their own vocal abilities.

**Skills:**

- Students will demonstrate appropriate body alignment, and diction.
- Students will demonstrate correct tone production and provide self-analysis of individual vocal goals.
- Students will identify the components of a comprehensive warm up routine.
- Students will perform with appropriate musicianship: phrasing, dynamics, and articulation.
- Students will sing with pitch and rhythmic accuracy

**Intermediate Level**

**Enduring Understandings:**

- Performing carefully supervised warm-up exercises on a daily basis is essential for developing proper vocal technique.
- Mastery of advanced choral literature is not possible without proficient vocal technique.
- The study of anatomy pertaining to the voice enhances vocal production and technique.
- Vocal technique is adjusted in order to reflect the nuances found in varying styles of music throughout different cultures and historical eras.
- The singing voice is a musical instrument affected by many external and internal variables. (e.g. allergies, overall physical and emotional health, hormones, etc.)
- Just as an athlete develops the physical body and overall well-being, so must the vocalist develop the required muscles and overall well-being of the singing voice.

**Essential Questions:**

- What are the elements of a comprehensive choral vocal warm-up?
- What is good breath support? Why do choral singers need good breath support?
- What is the correct position of the tongue for singing? The larynx? The soft palate? The rib cage?
- How can the understanding of human anatomy as it pertains to vocal pedagogy improve the quality of one’s singing?
- How does tension affect the voice? What other factors can lead to vocal damage?
- How does the singer change their vowel formation, resonance and diction for varying styles and genres of music?

- Through self-analysis, what is the appropriate voice part for your own voice? (Soprano, Alto, Tenor, Bass)
- What is the relationship between the size of the larynx and the tessitura of the voice?

**Knowledge:**

- Students will know that manipulation of the larynx, tongue, soft palate, jaw, ribcage and diaphragm are crucial factors in achieving good vocal tone production.
- Students will know how boys and girls voices change during adolescence.
- Students will know appropriate vocal warm ups in appropriate ranges.
- Students will know their own voice and their own vocal abilities.

**Skills:**

- Students will demonstrate appropriate body alignment, breathing mechanics, and diction.
- Students will demonstrate correct tone production and provide self-analysis of individual vocal goals.
- Students will identify the components of a comprehensive warm up routine.
- Students will perform with appropriate musicianship: phrasing, dynamics, and articulation.
- Students will sing with pitch and rhythmic accuracy

**Advanced Level**

**Enduring Understandings:**

- Performing carefully supervised warm-up exercises on a daily basis is essential for developing proper vocal technique.
- Mastery of advanced choral literature is not possible without proficient vocal technique.
- The study of anatomy pertaining to the voice enhances vocal production and technique.
- Vocal technique is adjusted in order to reflect the nuances found in varying styles of music throughout different cultures and historical eras.
- The singing voice is a musical instrument affected by many external and internal variables. (e.g. allergies, overall physical and emotional health, hormones, etc.)
- Just as an athlete develops the physical body and overall well-being, so must the vocalist develop the required muscles and overall well-being of the singing voice.

**Essential Questions:**

- What are the elements of a comprehensive choral vocal warm-up?
- What is good breath support? Why do choral singers need good breath support?
- What is the correct position of the tongue for singing? The larynx? The soft palate? The rib cage?
- How can the understanding of human anatomy as it pertains to vocal pedagogy improve the quality of one’s singing?
- How does tension affect the voice? What other factors can lead to vocal damage?
- How does the singer change their vowel formation, resonance and diction for varying styles and genres of music?
- Through self-analysis, what is the appropriate voice part for your own voice? (Soprano, Alto, Tenor, Bass)
- What is the relationship between the size of the larynx and the tessitura of the voice?

**Knowledge:**

- Students will know that manipulation of the larynx, tongue, soft palate, jaw, ribcage and diaphragm are crucial factors in achieving good vocal tone production.
- Students will know how boys and girls voices change during adolescence.
- Students will know appropriate vocal warm ups in appropriate ranges.
- Students will know their own voice and their own vocal abilities.
- Students will know which vocalizes address which aspect of vocal technique.

**Skills:**

- Students will demonstrate appropriate body alignment, breathing mechanics, and diction.
- Students will demonstrate correct tone production and provide self-analysis of individual vocal goals.
- Students will identify the components of a comprehensive warm up routine.
- Students will perform with appropriate musicianship: phrasing, dynamics, and articulation.
- Students will sing with pitch and rhythmic accuracy

**Resources**

**Activities:**

Self-Assessment



Discussions  
Performance  
Warm-Ups  
Sing it wrong  
Partner Evaluation  
Teacher Evaluation

## UNIT 4: Ensemble Skills

<b>Summary and Rationale</b>	
<p>Students will synthesize the material from the written score in performance as an ensemble.            Students will perform with historically and culturally accurate diction, tone, balance and blend.            Students will perform as an ensemble.            Students will analyze the group’s ability to achieve balance, blend, precision and clarity of diction.</p>	
<b>Recommended Pacing</b>	
Full Year	
<b>State Standards</b>	
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.
1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.

1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	
1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art

Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	<b>Perceiving and Analyzing Products</b>
Novice	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient	

1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	Interpreting intent and meaning
Novice	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
Intermediate	
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research
Accomplished	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9</b>	Applying criteria to evaluate products.
Novice	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.
Intermediate	
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.

Proficient	
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Accomplished	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.
<b>Anchor Standard 10</b>	Synthesizing and relating knowledge and personal experiences to create products.
Novice	
1.3C.12nov.Cn10a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Accomplished	
1.3B.12acc.Cn10a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn10a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
<b>Anchor Standard 11</b>	Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.
Novice	
1.3C.12nov.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Intermediate	
1.3C.12int.Cn11a	Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
Proficient	
1.3B.12prof.Cn11a	Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.
Accomplished	
1.3B.12acc.Cn11a	Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music.
Advanced	
1.3B.12adv.Cn11a	Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing and responding to music
<b>Instructional Focus</b>	

## Beginning Level

### Enduring Understandings:

- Singing within an ensemble requires collaboration and cooperation among several individual musicians.
- Singing in a choir is different than singing as a soloist, and requires certain skills.
- My role in the choir is important.
- It is my job as a member of choir to engage in rehearsal and respond to the director.

### Essential Questions:

- How is singing in a choir different from solo singing?
- What skills do I need in order to contribute positively to the choral ensemble?
- Can one person make a difference to an ensemble performance?

### Knowledge:

- Students will understand the proper sounds and shapes of commonly used vowels.
- Students will know never to pronounce the american “r” sound in choral music.
- Students will know how to fix problems of intonation, balance and blend by listening.
- Students will know how to respond to gestures of conducting.

### Skills:

- Students will sing with proper diction
  - Use of vowel shapes
  - Articulation of consonants
  - Appropriate pronunciation of diphthongs and the “r”
- Students will sing with accurate Intonation
  - Use proper posture to lift sound
  - Listen to the entire group to fix intonation
- Students will sing with expression
  - Through dynamics, tempo, phrasing, and articulation
  - Communicate meaning and mood
- Students will respond to conducting
  - maintain tempo
  - accurately perform ritardandos, accelerandos and fermatas.
  - achieve precision in entrances and cut offs.
- Students will fix balance issues by listening
- Students will fix blend issues by listening
- Students will sing with appropriate phrasing
- Students will stagger breathe long phrases to maintain appropriate legato

## Intermediate Level

### Enduring Understandings:

- Singing within an ensemble requires collaboration and cooperation among several individual musicians.
- Singing in a choir is different than singing as a soloist, and requires certain skills.
- My role in the choir is important.
- It is my job as a member of choir to engage in rehearsal and respond to the director.

### Essential Questions:

- How is singing in a choir different from solo singing?
- What skills do I need in order to contribute positively to the choral ensemble?
- Can one person make a difference to an ensemble performance?

### Knowledge:

- Students will understand the proper sounds and shapes of commonly used vowels.
- Students will know never to pronounce the american “r” sound in choral music.
- Students will know how to fix problems of intonation, balance and blend by listening.
- Students will know how to respond to gestures of conducting.

### Skills:

- Students will sing with proper diction
  - Use of vowel shapes

- Articulation of consonants
- Appropriate pronunciation of diphthongs and the “r”
- Meaning of text through syllabic stress.
- Students will sing with accurate Intonation
  - Use proper posture to lift sound
  - Listen to the entire group to fix intonation
- Students will sing with expression
  - Through dynamics, tempo, phrasing, and articulation
  - Communicate meaning and mood
- Students will respond to conducting
  - maintain tempo
  - accurately perform ritardandos, accelerandos and fermatas.
  - achieve precision in entrances and cut offs.
- Students will fix balance issues by listening
- Students will fix blend issues by listening
- Students will sing with appropriate phrasing
- Students will stagger breathe long phrases to maintain appropriate legato

### Advanced Level

#### Enduring Understandings:

- Singing within an ensemble requires collaboration and cooperation among several individual musicians.
- Singing in a choir is different than singing as a soloist, and requires certain skills.
- My role in the choir is important.
- It is my job as a member of choir to engage in rehearsal and respond to the director.

#### Essential Questions:

- How is singing in a choir different from solo singing?
- What skills do I need in order to contribute positively to the choral ensemble?
- Can one person make a difference to an ensemble performance?

#### Knowledge:

- Students will understand the proper sounds and shapes of commonly used vowels.
- Students will know never to pronounce the american “r” sound in choral music.
- Students will know how to fix problems of intonation, balance and blend by listening.
- Students will know how to respond to gestures of conducting.

#### Skills:

- Students will sing with proper diction
  - Use of vowel shapes
  - Articulation of consonants
  - Appropriate pronunciation of diphthongs and the “r”
  - Meaning of text through syllabic stress.
- Students will sing with accurate Intonation
  - Use proper posture to lift sound
  - Listen to the entire group to fix intonation
- Students will sing with expression
  - Through dynamics, tempo, phrasing, and articulation
  - Communicate meaning and mood
- Students will respond to conducting
  - maintain tempo
  - accurately perform ritardandos, accelerandos and fermatas.
  - achieve precision in entrances and cut offs.
- Students will fix balance issues by listening
- Students will fix blend issues by listening
- Students will sing with appropriate phrasing
- Students will stagger breathe long phrases to maintain appropriate legato



## Resources

**Activities:**

Self-Assessment

Discussions

Performance

Score Study

Composition

Warm Ups

Mini Clinic

Concert Recording

## UNIT 5: Performance

<b>Summary and Rationale</b>	
<p>Students will create and perform music from the written score using the elements of music.            Students sing repertoire from a variety of cultures and periods in history.            Students perform in the Winter Concert and Spring Concert, and additional performances.            Students will evaluate and critique each other, themselves, and other groups.</p>	
<b>Recommended Pacing</b>	
Full Year	
<b>State Standards</b>	
<b>Anchor Standard 4</b>	Selecting, Analyzing, and Interpreting Work
Novice	
1.3C.12nov.Pr4a	Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.
1.3C.12nov.Pr4b	Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.
1.3C.12nov.Pr4c	Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.
Intermediate	
1.3C.12int.Pr4a	Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.
1.3C.12int.Pr4b	Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.
1.3C.12int.Pr4c	Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr4a	Explain the criteria used to select varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance.

1.3C.12prof.Pr4b	Demonstrate, using music reading skills (where appropriate), how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances.
1.3C.12prof.Pr4c	Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr4a	Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance.
1.3C.12acc.Pr4b	Document and demonstrate, using music reading skills (where appropriate), how compositional devices employed, and theoretical and structural aspects of musical works, may impact and inform prepared and improvised performances.
1.3C.12acc.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skills to connect with the audience.
Advanced	
1.3C.12adv.Pr4a	Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
1.3C.12adv.Pr4b	Examine, evaluate, and critique, using music reading skills (where appropriate), how the structure and context impact and inform prepared and improvised performances.
1.3C.12adv.Pr4c	Demonstrate how understanding the style, genre and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skills to connect with the audience.
<b>Anchor Standard 5</b>	Developing and refining techniques and models or steps needed to create products.
Novice	
1.3C.12nov.Pr5a	Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music
Intermediate	
1.3C.12int.Pr5a	Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Proficient	
1.3C.12prof.Pr5a	Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances.
Accomplished	
1.3C.12acc.Pr5a	Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music and evaluate their success.
Advanced	

1.3C.12adv.Pr5a	Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music
<b>Anchor Standard 6</b>	Conveying Meaning Through Art
Novice	
1.3C.12nov.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.
1.3C.12nov.Pr6b	Demonstrate an awareness of the context of the music through prepared and improvised performances
Intermediate	
1.3C.12int.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.
1.3C.12int.Pr6b	Demonstrate an understanding of the context of the music through prepared and improvised performances.
Proficient	
1.3C.12prof.Pr6a	Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.
1.3C.12prof.Pr6b	Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances.
Accomplished	
1.3C.12acc.Pr6a	Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.
1.3C.12acc.Pr6b	Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances.
Advanced	
1.3C.12adv.Pr6a	Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
1.3C.12adv.Pr6b	Demonstrate an ability to connect, engage and respond to audiences through prepared and improvised performances.
<b>Anchor Standard 7</b>	Perceiving and Analyzing Products
Novice	
1.3C.12nov.Re7a	Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.
1.3C.12nov.Re7b	Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.
Intermediate	
1.3C.12int.Re7a	Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.

1.3C.12int.Re7b	Describe how understanding context and the way the elements of music are manipulated inform the response to music.
Proficient	
1.3C.12prof.Re7a	Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose and context.
1.3C.12prof.Re7b	Explain how the analysis of passages and understanding the way the elements of music are manipulated informs the response to music.
Accomplished	
1.3C.12acc.Re7a	Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context.
1.3C.12acc.Re7b	Explain how the analysis of structures and contexts inform the response to music.
Advanced	
1.3C.12adv.Re7a	Use research and personally developed criteria to justify choices made when selecting music, citing knowledge of the music and individual and ensemble purpose and context.
1.3C.12adv.Re7b	Demonstrate and justify how the analysis of structures, contexts and performance decisions inform the response to music.
<b>Anchor Standard 8</b>	<b>Interpreting intent and meaning</b>
Novice	
1.3C.12nov.Re8a	Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).
Intermediate	
1.3C.12int.Re8a	Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).
Proficient	
1.3C.12prof.Re8a	Explain and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and personal research
Accomplished	
1.3C.12acc.Re8a	Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, the setting of the text (when appropriate), and varied researched sources.
Advanced	
1.3C.12adv.Re8a	Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
<b>Anchor Standard 9</b>	<b>Applying criteria to evaluate products.</b>
Novice	
1.3C.12nov.Re9a	Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

Intermediate	
1.3C.12int.Re9a	Explain the influence of experiences, analysis and context on interest in and evaluation of music.
Proficient	
1.3C.12prof.Re9a	Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context.
Accomplished	
1.3C.12acc.Re9a	Evaluate works and performances based on research as well as personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.
Advanced	
1.3C.12adv.Re9a	Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision-making, research, and understanding of contexts.

### Instructional Focus

#### Beginning Level

##### Enduring Understandings:

- Participation in a musical performance can help build self-esteem, confidence and respect for for ourselves as well as other performers.
- Participation as an audience member can help broaden our perceptions of both performers and performance.
- A successful performance is the culmination of good vocal technique, mastery of musical elements, in depth musical analysis and performance skills.
- During performance, vocal technique (vibrato, diction and placement) facial expression, posture, movement and projection are all adjusted according to the demands of the individual piece of music.
- Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance.

##### Essential Questions:

- How can our experience in singing in diverse languages enable us to understand other cultures and societies?
- What kinds of things can we learn about a culture through its music?
- How are songs across cultures similar? What common elements can you find?
- How does the performance of both sacred and secular music contribute to our appreciation of music?
- How can a varied program including secular, sacred, folksongs, spirituals, popular, Broadway, multi-cultural and world music create a comprehensive choral experience for the listener and the audience?
- What behaviors should the audience see during a performance? What behaviors should the performers see exhibited by the audience?

##### Knowledge:

- Students will be able to recognize music from a variety of genres, styles, cultures and time periods.
- Students will know characteristics of music from a variety of genres, styles, cultures and time periods.
- Students will know the appropriate behaviors exhibited by both performers and audience members.

##### Skills:

- Students will perform Grade 3 music from a variety of cultures, languages and societies paying respect to accuracy of language pronunciation and specific performance customs.
- Students will demonstrate correct tone production, posture, breath support, diction, and focus during preparatory rehearsals.
- Students will display synthesis of all technical elements of music in addition to appropriate conduct, focus and effort during performance.
- Students will adjust vocal technique, facial expression, posture, movement and projection piece by piece in order to

reflect the individuality and culture of each piece of music.

### Intermediate Level

#### Enduring Understandings:

- Participation in a musical performance can help build self-esteem, confidence and respect for ourselves as well as other performers.
- Participation as an audience member can help broaden our perceptions of both performers and performance.
- A successful performance is the culmination of good vocal technique, mastery of musical elements, in depth musical analysis and performance skills.
- During performance, vocal technique (vibrato, diction and placement) facial expression, posture, movement and projection are all adjusted according to the demands of the individual piece of music.
- Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance.

#### Essential Questions:

- How can our experience in singing in diverse languages enable us to understand other cultures and societies?
- What does the music of this culture tell us about where and how the people in this culture live?
- What kinds of things can we learn about a culture through its music?
- How are songs across cultures similar? What common elements can you find?
- How does the performance of both sacred and secular music contribute to our appreciation of music?
- How can a varied program including secular, sacred, folksongs, spirituals, popular, Broadway, multi-cultural and world music create a comprehensive choral experience for the listener and the audience?
- What behaviors should the audience see during a performance? What behaviors should the performers see exhibited by the audience?

#### Knowledge:

- Students will be able to recognize music from a variety of genres, styles, cultures and time periods.
- Students will know characteristics of music from a variety of genres, styles, cultures and time periods.
- Students will know the appropriate behaviors exhibited by both performers and audience members.

#### Skills:

- Students will perform Grade 4 music from a variety of cultures, languages and societies paying respect to accuracy of language pronunciation and specific performance customs.
- Students will demonstrate correct tone production, posture, breath support, diction, and focus during preparatory rehearsals.
- Students will display synthesis of all technical elements of music in addition to appropriate conduct, focus and effort during performance.
- Students will adjust vocal technique, facial expression, posture, movement and projection piece by piece in order to reflect the individuality and culture of each piece of music.

### Advanced Level

#### Enduring Understandings:

- Participation in a musical performance can help build self-esteem, confidence and respect for ourselves as well as other performers.
- Participation as an audience member can help broaden our perceptions of both performers and performance.
- A successful performance is the culmination of good vocal technique, mastery of musical elements, in depth musical analysis and performance skills.
- During performance, vocal technique (vibrato, diction and placement) facial expression, posture, movement and projection are all adjusted according to the demands of the individual piece of music.
- Evaluation and self-evaluation are critical components for improving and appreciating the aesthetics of a performance.

#### Essential Questions:

- How can our experience in singing in diverse languages enable us to understand other cultures and societies?

- What does the music of this culture tell us about where and how the people in this culture live?
- What kinds of things can we learn about a culture through its music?
- How are songs across cultures similar? What common elements can you find?
- How does the performance of both sacred and secular music contribute to our appreciation of music?
- How can a varied program including secular, sacred, folksongs, spirituals, popular, Broadway, multi-cultural and world music create a comprehensive choral experience for the listener and the audience?
- What behaviors should the audience see during a performance? What behaviors should the performers see exhibited by the audience?

**Knowledge:**

- Students will be able to recognize music from a variety of genres, styles, cultures and time periods.
- Students will know characteristics of music from a variety of genres, styles, cultures and time periods.
- Students will know the appropriate behaviors exhibited by both performers and audience members.

**Skills:**

- Students will perform Grade 5 and 6 music from a variety of cultures, languages and societies paying respect to accuracy of language pronunciation and specific performance customs.
- Students will demonstrate correct tone production, posture, breath support, diction, and focus during preparatory rehearsals.
- Students will display synthesis of all technical elements of music in addition to appropriate conduct, focus and effort during performance.
- Students will adjust vocal technique, facial expression, posture, movement and projection piece by piece in order to reflect the individuality and culture of each piece of music.

**Resources**

**Activities:**

- Self-Assessment
- Discussions
- Performance
- Score Study
- Composition
- Rehearsal
- Concert Recording
- Small Group Evaluation
- Mini Clinic