

**Bella Voce Choir**

Teacher: Joseph Osowski

**September 2021**

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <p><b>What is good rehearsal technique?</b></p> <p><b>A. Rehearsal Technique</b></p> <ul style="list-style-type: none"> <li>A1. Materials</li> <li>A2. Behavior</li> <li>A3. Posture</li> </ul>	<p><b>A. Rehearsal Technique</b></p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p>	<p>Students will:</p> <p><b>A. Rehearsal Technique</b></p> <p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique.</p> <p>A2. Consistently exhibit appropriate behavior for good rehearsal technique.</p> <p>A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone.</p> <p>B2. Sing with clear and focused tone.</p> <p>B3. Sing with standard choral vowels.</p> <p>B4. Sing with good intonation.</p> <p>B5. Identify vocal anatomy and understand how it works.</p>	<p><b>A: Rehearsal Technique</b></p> <p>A1. Performance assessment</p> <p>A2. Performance assessment</p> <p>A3. Performance assessment</p> <p><b>B. Vocal Production</b></p> <p>B1. Performance assessment.</p> <p>B2. Performance assessment.</p> <p>B3. Performance assessment.</p> <p>B4. Performance assessment.</p> <p>B5. Written Assessment.</p> <p><b>C. Sight Reading</b></p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>C2. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>C3. Sight singing performance assessment using Bruce Phelps Method, level five.</p> <p>C4. Sight singing performance assessment using Bruce</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and web-based resources.</p>

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

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

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

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



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

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

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

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

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

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

<p><b>E. Musical Interpretation</b>                  E1. Music in its historical and cultural context                  E2. Text analysis                  E3. Personal connection</p> <p><b>UEQ:</b></p> <p><b>What is music theory?</b></p> <p><b>F. Music Theory</b>                  F1. Vocabulary                  F2. Music Listening Unit                  F3. Intervals - Major                  F4. Rhythm</p> <p><b>UEQ:</b></p> <p><b>What constitutes a good understanding of music in its historical and cultural context?</b></p> <p><b>G. Music in its historical and cultural context</b>                  G1. Composer</p>	<p>they are preparing?                  G2. Do students understand the era of composition of the pieces they are preparing?                  G3. Do students understand the location of where their music was composed?                  G4. Do students understand why the piece was written and how it relates to history?</p>	<p><b>and cultural context.</b>                  G1. Understand the composer of the pieces they are preparing.                  G2. Understand the era of composition of the pieces they are preparing.                  G3. Understand the location of where their music was composed.                  G4. Understand why the piece was written and how it relates to history.</p>	<p>G4. Written assessment, Oral Assessment.</p>	
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<p>G2. Era of composition G3. Location of composition G4. Relation of pieces to history</p>				
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**March**

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

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


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

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

<b>Content</b>	<b>Skills</b>	<b>Learning Targets</b>	<b>Assessment</b>	<b>Resources &amp; Technology</b>
 <b>CEQ:</b>	<p><b>A. Rehearsal Technique</b> A1. Consistently bring to class, the necessary</p>	<p><b>Students will:</b></p> <p><b>A. Rehearsal Technique</b></p>	<p><b>A: Rehearsal Technique</b> A1. Performance assessment</p>	<p>SMART board, SMART notebook files, sight-reading files, ipad, smartphones and</p>

<p>● <b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></p> <p><b>UEQ:</b></p> <p><b>What is good rehearsal technique?</b></p> <p><b>A. Rehearsal Technique</b></p> <p>A1. Materials A2. Behavior A3. Posture</p> <p><b>UEQ:</b></p> <p><b>What is good vocal production?</b></p> <p><b>B. Vocal Production</b></p> <p>B1. Breath</p>	<p>materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing in tune. B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Reading</b></p> <p>C1. Sight read music in tune. C2. Sight read music with correct interval relationships. C3. Sight read music with solfege syllables using the system of moveable DO. C4. Sight read music with correct correct rhythms.</p>	<p>A1. Consistently bring to class, the necessary materials needed for good rehearsal technique. A2. Consistently exhibit appropriate behavior for good rehearsal technique. A3. Consistently exhibit the posture necessary for good rehearsal technique.</p> <p><b>B. Vocal Production</b></p> <p>B1. Sing with supported vocal tone. B2. Sing with clear and focused tone. B3. Sing with standard choral vowels. B4. Sing with good intonation. B5. Identify vocal anatomy and understand how it works.</p> <p><b>C. Sight Singing</b></p> <p>C1. Sight sing music in tune. C2. Sight sing music in different keys with correct interval relationships.</p>	<p>A2. Performance assessment A3. Performance assessment</p> <p><b>B. Vocal Production</b></p> <p>B1. Performance assessment. B2. Performance assessment. B3. Performance assessment. B4. Performance assessment. B5. Written Assessment.</p> <p><b>C. Sight Reading</b></p> <p>C1. Sight singing performance assessment using Bruce Phelps Method, level six. C2. Sight singing performance assessment using Bruce Phelps Method, level six. C3. Sight singing performance assessment using Bruce Phelps Method, level six. C4. Sight singing performance assessment using Bruce Phelps</p>	<p>web-based resources.</p>
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<p>support B2. Placement B3. Vowel shape B4. Intonation B5. Vocal Anatomy <b>UEQ:</b> <b>What is successful sight reading?</b> <b>C. Sight Reading</b> C1. Intonation C2. Interval relationships C3. Solfege syllables C4. Rhythm <b>UEQ:</b> <b>What is good musical expression?</b> <b>D. Musical Expression</b> D1. Dynamics D2. Articulation D3. Phrasing</p>	<p><b>D. Musical Expression</b> D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing. <b>E. Musical Interpretation</b> E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally. <b>F. Music Theory</b> F1. Identify key signatures. F2. Identify ten music forms. F3. Understand and identify minor and augmented intervals. F5. Critique and reflect on the spring concert. <b>G. Music in its historical</b></p>	<p>C3. Sight sing music with solfege syllables. C4. Sight sing music with correct rhythms both simple and complex. <b>D. Musical Expression</b> D1. Perform music with dynamic interest. D2. Perform music with properly executed articulation. D3. Perform music with musical phrasing. <b>E. Musical Interpretation</b> E1. Understand music in historical and cultural contexts. E2. Understand the meanings of various musical texts. E3. Understand how the music relates to them personally. <b>F. Music Theory</b> F1. Identify the letter names of pitches. F2. Identify symbols found in music. F3. Understand and identify intervals.</p>	<p>Method, level six. <b>D. Musical Expression</b> D1. Performance assessment. D2. Performance assessment. D3. Performance assessment. <b>E. Musical Interpretation</b> E1. Performance assessment. E2. Performance assessment. E3. Performance assessment. <b>F. Music Theory</b> F1. Written key signatures assessment. F2. Written assessment. F3. Written, aural minor/augmented intervals assessment. F4. Written, aural rhythm assessment. F5. Written assessment, MSHSL form. <b>G. Music in its historical and cultural context</b> G1. Written assessment,</p>	
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<p><b>UEQ:</b></p> <p><b>What is good musical interpretation?</b></p> <p><b>E. Musical Interpretation</b></p> <p>E1. Music in its historical and cultural context</p> <p>E2. Text analysis</p> <p>E3. Personal connection</p> <p><b>UEQ:</b></p> <p><b>What is music theory?</b></p> <p><b>F. Music Theory</b></p> <p>F1. Key Signatures</p> <p>F2. Music Forms</p> <p>F3. Intervals - minor, augmented</p> <p>F4. Concert critique</p> <p><b>UEQ:</b></p> <p><b>What constitutes a good understanding of music</b></p>	<p><b>and cultural context.</b></p> <p>G1. Do students understand the composer of the pieces they are preparing?</p> <p>G2. Do students understand the era of composition of the pieces they are preparing?</p> <p>G3. Do students understand the location of where their music was composed?</p> <p>G4. Do students understand why the piece was written and how it relates to history?</p> <p>G5. Do students have a worldly view of music? Can they correctly identify music from other cultures. Do they understand how music from their own state has influenced the music of today.</p>	<p>F4. Understand musical vocabulary.</p> <p>F5. Understand key signatures.</p> <p><b>G. Music in its historical and cultural context.</b></p> <p>G1. Understand the composer of the pieces they are preparing.</p> <p>G2. Understand the era of composition of the pieces they are preparing.</p> <p>G3. Understand the location of where their music was composed.</p> <p>G4. Understand why the piece was written and how it relates to history.</p>	<p>Oral Assessment.</p> <p>G2. Written assessment, Oral Assessment.</p> <p>G3. Written assessment, Oral Assessment.</p> <p>G4. Written assessment, Oral Assessment. 🇺🇸 🇨🇦</p> <p>🇺🇸 G5. Written Assessment - Essay Exam</p>	
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<p><b>in its historical and cultural context?</b></p> <p><b>G. Music in its historical and cultural context</b></p> <p>G1. Composer</p> <p>G2. Era of composition</p> <p>G3. Location of composition</p> <p>G4. Relation of pieces to history</p> <p>G5. Knowledge of music from other cultures including Minnesota Native American Tribes.</p>				
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