

**Choir 5 (Master)**

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

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

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

<ul style="list-style-type: none"> <li>• <b>What is good vocal production?</b></li> </ul> <p><b>B. Vocal Production</b>  <b>B1. Breath support</b>  <b>B2. Vowel shape</b>  <b>B3. Blend</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is music theory?</b></li> </ul> <p><b>C. Music Theory</b>  <b>C1. Note Names</b>  <b>C2. Rhythmic Values</b>  <b>C3. Symbols</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is music literacy?</b></li> </ul> <p><b>D. Music Literacy</b>  <b>D1. Sight Reading</b>  <b>D2. Score Reading</b></p> <p>UEQ:</p> <ul style="list-style-type: none"> <li>• <b>What is musical expression?</b></li> </ul>	<p><b>understanding of the definition and application of musical symbols.</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Analyze and demonstrate a basic knowledge of the sight reading process using stepwise motion, limited range and basic rhythmic patterns.</b>  <b>D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Sing with appropriate dynamics</b>  <b>E2. Demonstrate appropriate articulation</b>  <b>E3. Sing with musical phrasing and line, as guided by the director.</b></p>	<p>as quarter, eighth, half, and whole notes and rests.  C3. I know what basic musical symbols look like and how to use them correctly.</p> <p><b>D. Music Literacy</b></p> <p>D1. I understand the steps to sight reading and am learning how to apply them.  D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p> <p><b>E. Music Expression</b></p> <p><b>E1. I can sing at an appropriate volume level based on what I read in my music.</b>  <b>E2. As I sing, I can show the difference between staccato and legato.</b>  <b>E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</b></p> <p><b>F. Artistic Performance Process</b></p>	<p><b>assessments.</b>  <b>D2. Formative Assessments through daily rehearsal questioning and discussion.</b></p> <p><b>E. Music Expression</b></p> <p><b>E1. Daily Rehearsal</b>  <b>E2. Daily Rehearsal</b>  <b>E3. Daily Rehearsal</b></p> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Daily Rehearsal</b>  <b>F2. Daily Rehearsal</b>  <b>F3. Classroom Discussion</b></p>	
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<p><b>E. Music Expression</b>  <b>E1. Dynamics</b>  <b>E2. Articulation</b>  <b>E3. Phrasing</b></p> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li>What is the artistic performance process?</li> </ul> <p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform</b>  <b>F2. Performance</b>  <b>F3. Artistic Intent</b></p>	<p><b>F. Artistic Performance Process</b></p> <p><b>F1. Rehearse/Perform music from a variety of contexts and styles</b>  <b>F2. Revise performance based on feedback from others and self-reflection.</b>  <b>F3. Discuss artistic intent of concert selections.</b></p>	<p><b>F1. I can rehearse and perform a variety of musical styles.</b>  <b>F2. I can assess my own performance and make changes as needed.</b>  <b>F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</b></p>		
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**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 CONSISTENTLY</b></li> </ul>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</b>  <b>A2. Understand and display appropriate choral posture.</b>  <b>A3. Appropriately utilizes choral</b></p>	<p><b>A. Rehearsal Skills</b></p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.  A2. I can understand and display appropriate choral posture.</p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b>  <b>A2. Daily Rehearsal Rubric</b>  <b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p>

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul> <p><b>UEQ:</b></p> <ul style="list-style-type: none"> <li><b>What are essential rehearsal skills?</b></li> </ul> <p style="padding-left: 40px;"><b>A. Rehearsal Skills</b></p> <p style="padding-left: 80px;"><b>A1. Student</b></p>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</b></p> <p><b>A2. Understand and display appropriate choral posture.</b></p> <p><b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Understand and practice proper vocal breathing techniques.</b></p> <p><b>B2. Sing with standard choral vowels</b></p> <p><b>B3. Sing with sensitivity to the</b></p>	<p><b>A. Rehearsal Skills</b></p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p><b>B. Vocal Production</b></p> <p>B1. I can understand and practice proper vocal breathing techniques.</p> <p>B2. I can sing with tall, open vowel sounds.</p> <p>B3. I can sing in a way that is</p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b></p> <p><b>A2. Daily Rehearsal Rubric</b></p> <p><b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Authentic assessment.</b></p> <p><b>B2. Authentic assessment.</b></p> <p><b>B3. Authentic assessment.</b></p> <p><b>CA= December Choir Concert</b></p> <p><b>C. Music Theory</b></p> <p><b>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</b></p>	<p><b>A: Rehearsal Skills</b></p> <p><b>A1. Daily Rehearsal Rubric</b></p> <p><b>A2. Daily Rehearsal Rubric</b></p> <p><b>A3. Daily Rehearsal Rubric</b></p> <p><b>B. Vocal Production</b></p> <p><b>B1. Concert Rubric</b></p> <p><b>B2. Concert Rubric</b></p> <p><b>B3. Concert Rubric</b></p> <p><b>D. Music Literacy</b></p> <p><b>D1. Steps to Harmony: Volume One</b></p> <p><b>E. Music Expression</b></p>

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
CEQ:	<b>A. Rehearsal Skills</b>	<b>A. Rehearsal Skills</b>	<b>A: Rehearsal Skills</b>	<b>A: Rehearsal Skills</b>

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

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

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

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
CEQ:	<b>A. Rehearsal Skills</b>	<b>A. Rehearsal Skills</b>	<b>A: Rehearsal Skills</b>	<b>A: Rehearsal Skills</b>



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

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p><b>CEQ:</b></p> <ul style="list-style-type: none"> <li><b>WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR?</b></li> </ul>	<p><b>A. Rehearsal Skills</b></p> <p><b>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</b></p> <p><b>A2. Understand and display appropriate choral posture.</b></p> <p><b>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</b></p> <p><b>B. Vocal Production</b></p>	<p><b>A. Rehearsal Skills</b></p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p><b>B. Vocal Production</b></p>	<p><b>A: Rehearsal Skills</b></p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p><b>B. Vocal Production</b></p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p><b>C. Music Theory</b></p>	<p><b>C. Sight Reading</b></p> <p>C1. Steps to Harmony: Volume One C2. Steps to Harmony: Volume One C3. Steps to Harmony: Volume One C4. Steps to Harmony: Volume One</p>

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

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

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

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