

Choir 6 (Master)

September 2021

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>A. Rehearsal Skills A1. Student Engagement A2. Physical Technique A3. Utilization of Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p> <p>E1. Daily Rehearsal</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p>

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

Revision	F3. Artistic Intent				
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October

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>Engagement Technique Materials</p> <p>A. Rehearsal Skills A1. Student A2. Physical A3. Utilization of</p> <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such 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>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Theory</p> <p>C1. Written Test/Worksheet C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p>

<p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p>	<p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns.</p> <p>D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p> <p>D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p>	<p>F. Artistic Performance Process</p> <p>F1. Daily Rehearsal F2. Daily Rehearsal F3. Classroom Discussion</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p>	<p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and self-reflection. F3. Discuss artistic intent of concert selections.</p>	<p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed.</p>		
<p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? <p>F. Artistic Performance Process F1. Rehearse/Perform F2. Performance F3. Artistic Intent</p>				

November				
Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>Engagement Technique Materials</p> <p>UEQ:</p> <ul style="list-style-type: none"> What are essential rehearsal skills? <p>UEQ:</p> <ul style="list-style-type: none"> What is good vocal production? <p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques. B2. Sing with standard choral vowels B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff. C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p> <p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques. B2. I can sing with tall, open vowel sounds. B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff. C2. I can identify basic rhythms that I find in my concert songs such as quarter, eighth, half, and whole notes and rests. C3. I know what basic musical symbols look like and how to use them correctly.</p> <p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>CA= Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>C. Music Theory</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Written Test/Worksheet C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p> <p>E. Music Expression</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. B2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. B3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>D. Music Literacy</p> <p>D1. Steps to Harmony: Volume One</p> <p>E. Music Expression</p> <p>E1. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. E2. Small group choral test on one concert piece. Grading scale in Shared Choir Folder. E3. Small group choral test on one concert piece. Grading scale in Shared Choir Folder.</p> <p>F. Artistic Performance Process</p>

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric</p>

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

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENTLY IMPROVE IN SKILL AND UNDERSTANDING 	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. Understand and display appropriate choral posture. A3. Appropriately utilizes choral</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand. A2. I can understand and display appropriate choral posture. A3. I can use my choral materials</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment.</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>D. Music Literacy</p>

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

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

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

<ul style="list-style-type: none"> What is good vocal production? <p>B. Vocal Production B1. Breath support B2. Vowel shape B3. Blend</p>	<p>C2. Identify basic rhythmic values relating to their concert pieces. C3. Demonstrate a basic understanding of the definition and application of musical symbols.</p>	<p>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>Five Activity and/or Classroom Discussions.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music theory? <p>C. Music Theory C1. Note Names C2. Rhythmic Values C3. Symbols</p>	<p>D. Music Literacy</p> <p>D1. Analyze and demonstrate a basic knowledge of the sight reading process using step-wise motion, limited range and basic rhythmic patterns. D2. Apply knowledge of musical elements and the standard notation system to achieve an appropriate level of literacy within the content area, specifically relating to the reading of a musical score.</p>	<p>D. Music Literacy</p> <p>D1. I understand the steps to sight reading and am learning how to apply them. D2. I know enough about the building blocks of music so that I can successfully find my way around my concert music.</p>	<p>D. Music Literacy</p> <p>D1. Formative Assessments using Steps to Harmony packets, Smart Board exercises, and auditory assessments. D2. Formative Assessments through daily rehearsal questioning and discussion.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is music literacy? <p>D. Music Literacy D1. Sight Reading D2. Score Reading</p>	<p>E. Music Expression</p> <p>E1. Sing with appropriate dynamics E2. Demonstrate appropriate articulation E3. Sing with musical phrasing and line, as guided by the director.</p>	<p>E. Music Expression</p> <p>E1. I can sing at an appropriate volume level based on what I read in my music. E2. As I sing, I can show the difference between staccato and legato. E3. I can sing expressive musical phrases, breathing at the appropriate places, as shown by my director.</p>	<p>E. Music Expression</p> <p>E1. Daily Rehearsal E2. Daily Rehearsal E3. Daily Rehearsal</p> <p>CA= Small group or Smart Music choral test on one concert piece. Grading scale in Shared Choir Folder.</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is musical expression? <p>E. Music Expression E1. Dynamics E2. Articulation E3. Phrasing</p>	<p>F. Artistic Performance Process</p> <p>F1. Rehearse/Perform music from a variety of contexts and styles F2. Revise performance based on feedback from others and</p>	<p>F. Artistic Performance Process</p> <p>F1. I can rehearse and perform a variety of musical styles. F2. I can assess my own performance and make changes as needed. F3. I can discuss why certain songs were written and how the composer wanted them to be performed. F4. I can describe and</p>	<p>F. Artistic Performance Process</p> <p>F1. CA= March Concert F2. Daily Rehearsal F3. Classroom Discussion F4. Self-Evaluation and Classroom Discussion</p>	
<p>UEQ:</p> <ul style="list-style-type: none"> What is the artistic performance process? 				

<p>F. Artistic Performance</p> <p>Process</p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent F4. Concert Etiquette</p>	<p>self-reflection.</p> <p>F3. Discuss artistic intent of concert selections.</p> <p>F4. Describe and demonstrate appropriate performer and audience etiquette.</p>	<p>demonstrate appropriate performer and audience etiquette.</p>		
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April

Content	Skills	Learning Targets	Assessment	Resources & Technology
<p>CEQ:</p> <ul style="list-style-type: none"> ○ WHAT ARE THE ESSENTIAL COMPONENTS OF CHORAL MUSIC THAT SHOULD CONSISTENLY IMPROVE IN SKILL AND UNDERSTANDING OVER THE COURSE OF THE YEAR? <p>UEQ:</p> <ul style="list-style-type: none"> ○ What are essential rehearsal skills? <p>A. Rehearsal Skills</p> <p>A1. Student</p> <p>Engagement</p> <p>A2. Physical</p> <p>Technique</p> <p>A3. Utilization of Materials</p>	<p>A. Rehearsal Skills</p> <p>A1. Positively contribute to the ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. Understand and display appropriate choral posture.</p> <p>A3. Appropriately utilizes choral materials to effectively engage in the choral process.</p> <p>B. Vocal Production</p> <p>B1. Understand and practice proper vocal breathing techniques.</p> <p>B2. Sing with standard choral vowels</p> <p>B3. Sing with sensitivity to the ensemble sound.</p> <p>C. Music Theory</p> <p>C1. Identify note names on the musical staff.</p> <p>C2. Identify basic rhythmic values relating to their concert pieces.</p>	<p>A. Rehearsal Skills</p> <p>A1. I can positively contribute to my ensemble by singing as directed, listening, respecting other students' right to learn, and focusing on the group task at hand.</p> <p>A2. I can understand and display appropriate choral posture.</p> <p>A3. I can use my choral materials appropriately to make a positive impact on the choral process.</p> <p>B. Vocal Production</p> <p>B1. I can understand and practice proper vocal breathing techniques.</p> <p>B2. I can sing with tall, open vowel sounds.</p> <p>B3. I can sing in a way that is sensitive to my choir so that my voice matches the sound of others around me.</p> <p>C. Music Theory</p> <p>C1. I can identify note names on the musical staff.</p> <p>C2. I can identify basic rhythms that I find in my concert songs such</p>	<p>A: Rehearsal Skills</p> <p>A1. Daily Rehearsal Rubric A2. Daily Rehearsal Rubric A3. Daily Rehearsal Rubric</p> <p>B. Vocal Production</p> <p>B1. Authentic assessment. B2. Authentic assessment. B3. Authentic assessment.</p> <p>C. Music Thoery</p> <p>C1. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C2. Formative Assessments, Focus Five Activity and/or Classroom Discussions. C3. Formative Assessments, Focus Five Activity and/or Classroom Discussions.</p> <p>D. Music Literacy</p> <p>D1. Formative Assessments through daily rehearsal questioning and</p>	<p>C. Sight Reading</p> <p>C1. "Steps to Harmony" - Volume 1 C2. "Steps to Harmony" - Volume 1 C3. "Steps to Harmony" - Volume 1 C4. "Steps to Harmony" - Volume 1</p>

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

<p>UEQ:</p> <ul style="list-style-type: none"> ○ What is the artistic performance process? <p>F. Artistic Performance</p> <p>Process</p> <p>F1. Rehearse/Perform F2. Performance</p> <p>Revision</p> <p>F3. Artistic Intent</p>				
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May

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

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