

**GRADE LEVEL: Beginning Choir**

**SUBJECT: Choir**

**DATE: 2016-2017**

**MONTH/GRADING PERIOD: Year Long**

**MASTER COPY: 5-1-17**

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
<b>Performing Music</b>					
<p><b>Singing alone and with others</b></p> <ul style="list-style-type: none"> <li>• Vocal technique</li> <li>• Changing voice</li> <li>• Variety of repertoire</li> <li>• Follow the direction of a conductor</li> </ul>	<p>6.1.1-Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.</p> <p>7.1.1- Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.</p>	<ul style="list-style-type: none"> <li>• Describe proper vocal technique, good breath control, pitch, diction, tone quality, and posture</li> <li>• Restate proper vocal technique, good breath control, pitch, diction, tone quality, and posture</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Breath control</li> <li>• Pitch</li> <li>• Diction</li> <li>• Tone quality</li> <li>• Posture</li> <li>• Diaphragm</li> </ul>	<p>Critical</p>
	<p>6.1.2- Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.</p> <p>7.1.2- Explore the changing voice and expanding vocal range through warm-ups, breathing</p>	<ul style="list-style-type: none"> <li>• Explore the changing voice and expanding vocal range</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal chords</li> <li>• Changing voice</li> <li>• Vocal range</li> </ul>	<p>Critical</p>

	exercises, and appropriate repertoire.				
	<p>6.1.3- Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.</p> <p>7.1.3- Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.</p>	<ul style="list-style-type: none"> <li>• Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Blend</li> <li>• Balance</li> <li>• Dynamics</li> <li>• Phrasing</li> <li>• Articulation</li> </ul>	Critical
	<p>6.1.4- Sing a variety of vocal repertoire with independent parts at an appropriate level of difficulty alone or in groups, both from a score and from memory.</p> <p>7.1.4- Sing a variety of vocal repertoire with independent parts at an appropriate level of difficulty alone or in groups, both from a score and from memory.</p>	<ul style="list-style-type: none"> <li>• Perform a variety of vocal repertoire</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Voice test</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Memorization</li> </ul>	Critical
	<p>6.1.5-Sing accompanied and a cappella repertoire in a variety of languages, styles, and genres. Add movement or body percussion when appropriate to enhance authentic performance.</p>	<ul style="list-style-type: none"> <li>• Choose accompanied and a cappella repertoire in a variety of languages, styles, and genres.</li> <li>• Plan movement or body percussion when appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Voice test</li> <li>• Performance</li> <li>• Dance test</li> </ul>	<ul style="list-style-type: none"> <li>• Accompaniment</li> <li>• A cappella</li> <li>• Genre</li> <li>• Body percussion</li> </ul>	Critical

	7.1.5-Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a cappella, in a variety of languages, and with movement or body percussion when appropriate, to enhance authentic performance.	<ul style="list-style-type: none"> <li>• Sing historical and contemporary repertoire from Western and non-Western traditions</li> <li>• Create movement or body percussion when appropriate</li> </ul>			
	6.1.6-Follow the directions of a conductor. 7.1.6- Follow the directions of a conductor.	<ul style="list-style-type: none"> <li>• Interpret the directions of a conductor</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Conductor</li> </ul>	Critical
<b>Performing Music</b>					
<b>Playing an instrument alone and with others</b> <u>Beginning</u> <ul style="list-style-type: none"> <li>• Melodies</li> <li>• Rhythms</li> <li>• Accompaniment</li> <li>• Instruments</li> </ul> <u>Intermediate/Advanced</u> <ul style="list-style-type: none"> <li>• rhythmic patterns</li> <li>• simple melodies</li> <li>• accompaniments</li> <li>• keyboard</li> <li>• electronic</li> <li>• percussion</li> <li>• traditional classroom instruments</li> </ul>	6.1.2- Echo rhythmic, melodic, and harmonic patterns on classroom instruments.  7.1.2-Play simple notated melodic patterns and intervals on the keyboard, demonstrating understanding of the relationship of the keys to notes on the staff.	<ul style="list-style-type: none"> <li>• Echo rhythmic, melodic, and harmonic patterns on classroom instruments.</li> <li>• Read simple notated melodic patterns and intervals on the keyboard</li> <li>• Recognize the relationship of the keys to notes on the staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Keyboard</li> <li>• Interval</li> <li>• Rhythm</li> <li>• Melody</li> <li>• Harmony</li> <li>• Staff</li> <li>• Notes</li> </ul>	Additional

<ul style="list-style-type: none"> <li>• non-traditional classroom instruments</li> </ul>					
	<p>6.2.2-Accompany selected vocal repertoire with tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.</p> <p>7.2.2-Echo rhythmic, melodic, and harmonic patterns on keyboards, percussion, or original instruments.</p>	<ul style="list-style-type: none"> <li>• Accompany selected vocal repertoire with tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.</li> <li>• Recite rhythmic, melodic, and harmonic patterns on keyboards, percussion, or original instruments.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> <li>• Voice test</li> </ul>	<ul style="list-style-type: none"> <li>• Accompaniment</li> <li>• Expression</li> <li>• Dynamic contrast</li> <li>• Style</li> <li>• keyboard</li> </ul>	Additional
	<p>7.2.3-Accompany appropriate vocal repertoire with tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.</p>	<ul style="list-style-type: none"> <li>• Perform appropriate vocal repertoire with tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> <li>• Voice test</li> </ul>	<ul style="list-style-type: none"> <li>• Accompaniment</li> <li>• Expression</li> <li>• Dynamic contrast</li> <li>• Style</li> </ul>	Additional
<b>Creating Music</b>					
<p><b>Improvise melodies, variations, and accompaniments</b> <u>Beginning/Intermediate</u></p> <ul style="list-style-type: none"> <li>• warm-ups</li> <li>• melodies</li> <li>• variations</li> </ul>	<p>6.3.1-Improvise call and response conversations in vocal and rhythmic warm-ups.</p> <p>7.3.1- Improvise call and response conversations in vocal and rhythmic warm-ups.</p>	<ul style="list-style-type: none"> <li>• Develop call and response conversations in vocal and rhythmic warm-ups.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observations</li> </ul>	<ul style="list-style-type: none"> <li>• Improvisation</li> <li>• Call and response</li> </ul>	Additional

<ul style="list-style-type: none"> <li>• choral rehearsal</li> </ul> <p><b>Advanced</b></p> <ul style="list-style-type: none"> <li>• warm-ups</li> <li>• melodies</li> <li>• harmonization</li> <li>• variations</li> <li>• choral rehearsal</li> </ul>					
	<p>6.3.2-Improvise sung melodies to a steady beat over an established accompaniment.</p> <p>7.3.2-Sing improvised pentatonic, major, and minor melodies over and established accompaniment.</p>	<ul style="list-style-type: none"> <li>• Improvise sung melodies to a steady beat over an established accompaniment.</li> <li>• Invent improvised pentatonic, major, and minor melodies over and established accompaniment.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Steady beat</li> <li>• Improvisation</li> <li>• Pentatonic</li> <li>• Major</li> <li>• Minor</li> </ul>	<p>Additional</p>
	<p>6.3.3-Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.</p> <p>7.3.3- Vary a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.</p>	<ul style="list-style-type: none"> <li>• Alter a familiar melody by adding or changing notes or altering the rhythmic structure of the melody as in gospel music.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Gospel music</li> </ul>	<p>Additional</p>
<p><b>Creating Music</b></p>					
<p><b>Composing and arranging music within specified guidelines</b></p> <ul style="list-style-type: none"> <li>• Warm-ups</li> <li>• Accompaniment</li> </ul>	<p>6.4.1-Compose warm-ups based on repertoire being studied.</p>	<ul style="list-style-type: none"> <li>• Develop warm-ups based on repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Compose</li> <li>• Warm-up</li> </ul>	<p>Additional</p>

<ul style="list-style-type: none"> <li>• repertoire</li> </ul>	7.4.1- Compose warm-ups based on repertoire being studied.				
	6.4.2- Plan an accompaniment such as a descant or rhythmic part to be used in performance of repertoire. 7.4.2- Plan an accompaniment such as a descant or rhythmic part to be used in performance of repertoire.	<ul style="list-style-type: none"> <li>• Organize an accompaniment such as a descant or rhythmic part to be used in performance of repertoire.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Descant</li> </ul>	Additional
<b>Performing Music</b>					
<b>Reading, notating, and interpreting music.</b> <ul style="list-style-type: none"> <li>• Repertoire</li> <li>• Treble clef</li> <li>• Expressive markings</li> <li>• Score</li> <li>• Musical example</li> </ul> <u>Intermediate/Advanced</u> <ul style="list-style-type: none"> <li>• Repertoire</li> <li>• Treble clef</li> <li>• Bass clef</li> <li>• Expressive markings</li> <li>• Score</li> <li>• Musical examples</li> </ul>	6.5.1-Read and sing appropriate repertoire written in treble clef.  7.5.1- Read and sing appropriate repertoire written in treble and bass clefs.	<ul style="list-style-type: none"> <li>• Perform appropriate repertoire written in treble clef.</li> <li>• Prepare appropriate repertoire written in treble clef.</li> <li>• Recite appropriate repertoire written in treble clef and bass clef.</li> <li>• Perform appropriate repertoire written in treble clef and bass clef.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Treble clef</li> <li>• Bass clef</li> </ul>	Critical
	6.5.2-Sight-read music written in treble clefs, major keys, and duple or triple meter using	<ul style="list-style-type: none"> <li>• Sight-read music written in treble clefs, major keys, and duple or triple meter</li> </ul>	<ul style="list-style-type: none"> <li>• Sight-reading test</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Sight-reading</li> <li>• Solfege</li> <li>• Duple meter</li> </ul>	Critical

	<p>solfege, note names or numbers.</p> <p>7.5.2- Sight-read music written in treble and bass clefs, major keys, and simple or compound meter using solfege, note names or numbers.</p>	<ul style="list-style-type: none"> <li>• Model solfege, note names, or numbers.</li> <li>• Sight-read music written in treble and bass clefs, major keys, and simple or compound meter</li> <li>• Use solfege, note names, or numbers.</li> </ul>		<ul style="list-style-type: none"> <li>• Triple meter</li> <li>• Simple meter</li> <li>• Compound meter</li> </ul>	
	<p>6.5.3- Identify and apply musical symbols found in scores.</p> <p>7.5.3- Identify and apply musical symbols found in scores.</p>	<ul style="list-style-type: none"> <li>• Identify musical symbols found in scores.</li> <li>• Apply musical symbols found in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Theory test</li> <li>• Theory WS</li> </ul>	<ul style="list-style-type: none"> <li>• Staff</li> <li>• Barline</li> <li>• Double barline</li> <li>• Dynamics (pp,p,mp,mf,f,ff, &lt;, &gt;)</li> <li>• Repeat sign</li> <li>• 1<sup>st</sup> ending</li> <li>• 2<sup>nd</sup> ending</li> </ul>	Critical
	<p>6.5.4-Interpret and perform examples of non-standard notation in scores.</p> <p>7.5.4- Interpret and perform examples of non-standard notation in scores.</p>	<ul style="list-style-type: none"> <li>• Interpret examples of non-standard notation in scores.</li> <li>• Perform examples of non-standard notation in scores.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Scores</li> <li>• Notation</li> </ul>	
<b>Responding to Music</b>					
<p><b>Listening to, analyzing, and describing music</b></p> <ul style="list-style-type: none"> <li>• Recordings</li> <li>• Choral repertoire</li> <li>• Music</li> </ul>	<p>6.6.1-Listen to recordings of age appropriate singers and repertoire. Identify and describe the type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.</p>	<ul style="list-style-type: none"> <li>• Listen to recordings of age appropriate singers and repertoire.</li> <li>• Identify the type of ensemble, a cappella or accompanied performance,</li> </ul>	<p>Teacher observation/discussion</p> <ul style="list-style-type: none"> <li>• Listening quiz</li> </ul>	<ul style="list-style-type: none"> <li>• A cappella</li> <li>• Musical form</li> <li>• Style</li> <li>• Genre</li> </ul>	Critical

<ul style="list-style-type: none"> <li>Choral works</li> </ul>	<p>7.6.1- Listen to recordings of age appropriate singers and repertoire. Identify and describe type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.</p>	<p>and basic musical form, style, and genre.</p> <ul style="list-style-type: none"> <li>Describe the type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre.</li> </ul>			
	<p>6.6.2- Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.</p> <p>7.6.2- Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.</p>	<ul style="list-style-type: none"> <li>Listen to the relationship of each voice part and the accompaniment in a choral work being rehearsed.</li> <li>Recognize the relationship of each voice part and the accompaniment in a choral work being rehearsed.</li> <li>State appropriate terminology.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation/discussion</li> <li>Listening quiz</li> </ul>	<ul style="list-style-type: none"> <li>Soprano</li> <li>Alto</li> <li>Tenor</li> <li>Bass</li> <li>Texture</li> </ul>	Critical
	<p>6.6.3- Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.</p> <p>7.6.3- Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.</p>	<ul style="list-style-type: none"> <li>Paraphrase how a composer may have used musical elements to convey a particular mood in repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher observation/discussion</li> <li>Listening quiz</li> </ul>	<ul style="list-style-type: none"> <li>Mood</li> <li>Composer</li> </ul>	Important
<b>Responding to Music</b>					
<b>Evaluating music and music performances</b>	<p>6.7.1-Use appropriate musical terminology in establishing</p>	<ul style="list-style-type: none"> <li>Associate appropriate musical terminology in</li> </ul>	<ul style="list-style-type: none"> <li>Listening quiz</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics</li> <li>Form</li> </ul>	Important

<ul style="list-style-type: none"> <li>• Criteria</li> <li>• Choral performances</li> <li>• Performance behaviors</li> </ul>	<p>criteria and creating a rubric to be used in evaluating the quality of choral performances.</p> <p>7.7.1- Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.</p>	<p>establishing criteria to be used in evaluating the quality of choral performances.</p>	<ul style="list-style-type: none"> <li>• Performance evaluations</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Texture</li> <li>• rhythm</li> </ul>	
	<p>6.7.2- Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.</p> <p>7.7.2- Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.</p>	<ul style="list-style-type: none"> <li>• Observe recordings and live performances of age appropriate singers and repertoire.</li> <li>• Teach established criteria to evaluate the performances.</li> </ul>	<ul style="list-style-type: none"> <li>• Listening Quiz</li> <li>• Worksheet</li> <li>• Teacher observation/discussion</li> <li>• Performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Form</li> <li>• Texture</li> <li>• rhythm</li> </ul>	Critical
	<p>6.7.3- Apply established criteria to evaluate performance of own ensemble.</p> <p>7.7.3- Apply established criteria to evaluate performance of own ensemble.</p>	<ul style="list-style-type: none"> <li>• Design criteria to evaluate performance of own ensemble.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Performance evaluation</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Form</li> <li>• Texture</li> <li>• rhythm</li> </ul>	Critical
	<p>6.7.4- Identify and demonstrate appropriate performance behaviors.</p>	<ul style="list-style-type: none"> <li>• Act out appropriate and inappropriate performance behaviors.</li> <li>• Dramatize appropriate performance behaviors.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Observation</li> <li>• Performance</li> </ul>	<ul style="list-style-type: none"> <li>• Concert</li> <li>• Performance</li> <li>• Concert etiquette</li> </ul>	Critical

	7.7.4- Identify and demonstrate appropriate performance behaviors.				
<b>Responding to Music</b>					
<b>Understanding relationships between music, the other arts, and disciplines outside the arts</b> <ul style="list-style-type: none"> <li>• Other disciplines</li> <li>• Performance</li> <li>• Choral repertoire</li> <li>• Choral example</li> <li>• Positive behaviors</li> <li>• Choral ensemble</li> <li>• Life experiences</li> </ul>	6.8.1- Explore the relationship of music and text in repertoire being studied.  7.8.1- Explore the relationship of music and text in repertoire being studied.	<ul style="list-style-type: none"> <li>• Assess the relationship of music and text in repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Writing prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Lyrics</li> <li>• Text painting</li> <li>• Music</li> <li>• Text</li> <li>• Expression</li> <li>• Emotion</li> </ul>	Important
	6.8.2- Apply mathematical concepts to the understanding of rhythms encountered in choral repertoire.  7.8.2- Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.	<ul style="list-style-type: none"> <li>• Associate mathematical concepts to the understanding of rhythms encountered in choral repertoire.</li> <li>• Retell the physiological basis for good singing posture and technique</li> <li>• Give examples of healthy singing habits.</li> </ul>	<ul style="list-style-type: none"> <li>• Theory worksheet</li> <li>• Theory test</li> <li>• Takadimi (rhythm) test</li> </ul>	<ul style="list-style-type: none"> <li>• Time signature</li> <li>• Measure/barline</li> <li>• Basic rhythms (sixteenth, eighth, quarter, etc...)</li> <li>• Standing posture</li> <li>• Sitting posture</li> <li>• Vocal chords</li> <li>• Hydration</li> <li>• Breath support</li> </ul>	Critical

	<p>6.8.3- Keep a journal of written responses to choral examples heard in class.</p> <p>7.8.3- Keep a journal of written responses to choral examples heard in class.</p>	<ul style="list-style-type: none"> <li>• Compile a journal of written responses to choral examples heard in class.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Worksheet</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamics</li> <li>• Genre</li> <li>• Texture</li> <li>• Form</li> <li>• Tempo</li> <li>• Mood</li> </ul>	
	<p>6.8.4- Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.</p> <p>7.8.4- Recognize how choral performances can be enhanced through related art forms such as dance and visual arts.</p>	<ul style="list-style-type: none"> <li>• Describe the physiological basis for good singing posture and technique.</li> <li>• Demonstrate healthy singing habits.</li> <li>• Recognize how choral performances can be enhanced through related art forms such as dance and visual arts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Voice test</li> <li>• Performance</li> <li>• Dance test</li> <li>• Musical project</li> </ul>	<ul style="list-style-type: none"> <li>• Standing posture</li> <li>• Sitting posture</li> <li>• Vocal chords</li> <li>• Hydration</li> <li>• Breath support</li> <li>• Dance</li> <li>• Choreography</li> <li>• Musicals</li> <li>• Ballet</li> <li>• Jazz</li> <li>• Contemporary</li> <li>• Musical theater</li> <li>• Ballroom</li> </ul>	Critical
	<p>6.8.5- Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</p> <p>7.8.5- Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and</p>	<ul style="list-style-type: none"> <li>• Utilize life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> <li>• Writing prompt</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation</li> <li>• Perseverance</li> <li>• Commitment</li> <li>• Character</li> <li>• Life skills</li> </ul>	Critical

	respect that transfer to other disciplines and contexts.				
<b>Responding to Music</b>					
<p><b>Understanding music in relation to history and culture</b></p> <p><u>Beginning/Intermediate</u></p> <ul style="list-style-type: none"> <li>• Background of music</li> <li>• repertoire</li> <li>• cultural traditions</li> <li>• historical traditions</li> <li>• choral opportunities in the community</li> </ul> <p><u>Advanced</u></p> <ul style="list-style-type: none"> <li>• Background of music</li> <li>• Repertoire</li> <li>• Cultural traditions</li> <li>• Historical traditions</li> <li>• Choral opportunities in the community</li> <li>• Careers in vocal music</li> </ul>	<p>6.9.1- Explore the genre, style, composer, and historical background of repertoire being studied.</p> <p>7.9.1- Explore the genre, style, composer, and historical background of repertoire being studied.</p>	<ul style="list-style-type: none"> <li>• Generalize the genre, style, composer, and historical background of repertoire being studied.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Writing prompt</li> <li>• Worksheet</li> <li>• Listening journal</li> </ul>	<ul style="list-style-type: none"> <li>• Genre</li> <li>• Style</li> <li>• Composer</li> <li>• Classical</li> <li>• Pop</li> <li>• Choral</li> <li>• Modern</li> </ul>	Important

	<p>6.9.2- Sing in languages from various cultures using accurate pronunciation and diction.</p> <p>7.9.2- Sing in languages from various cultures using accurate pronunciation and diction.</p>	<ul style="list-style-type: none"> <li>• Perform in languages from various cultures using accurate pronunciation and diction.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> <li>• Voice test</li> </ul>	<ul style="list-style-type: none"> <li>• Diction</li> </ul>	
	<p>6.9.3- Perform choral repertoire in an authentic style that reflects the origin of the music.</p> <p>7.9.3- Perform choral repertoire in an authentic style that reflects the origin of the music.</p>	<ul style="list-style-type: none"> <li>• Produce choral repertoire in an authentic style that reflects the origin of the music.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> <li>• Performance</li> <li>• Voice test</li> </ul>	<ul style="list-style-type: none"> <li>• Style</li> <li>• Genre</li> <li>• Mood</li> </ul>	Important
	<p>6.9.4-Understand vocal styles appropriate to specific settings.</p> <p>7.9.4- Understand and describe vocal styles appropriate to specific settings.</p>	<ul style="list-style-type: none"> <li>• Comprehend vocal styles appropriate to specific settings.</li> </ul>	<ul style="list-style-type: none"> <li>• Performance</li> <li>• Teacher observation</li> <li>• Voice test</li> <li>• Writing prompt</li> <li>• Worksheet</li> <li>• Listening journal</li> </ul>	<ul style="list-style-type: none"> <li>• Vocal style</li> <li>• Genre</li> <li>• Concert</li> <li>• Musical themes</li> </ul>	Critical
	<p>6.9.5- Discuss the roles of various choral ensembles in the community and opportunities for participation.</p> <p>7.9.5- Discuss the roles of various choral ensembles in the community and opportunities for participation.</p>	<ul style="list-style-type: none"> <li>• Explain the roles of various choral ensembles in the community and opportunities for participation.</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>• Community theater</li> <li>• Music camps</li> </ul>	Additional