

GRADE LEVEL: 7th-8th

SUBJECT: Advanced Choir

DATE: 2016-2017

MONTH/GRADING PERIOD: Year Long

MASTER COPY: 5-1-17

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Performing Music					
Singing alone and with others <ul style="list-style-type: none"> Vocal technique Changing voice Variety of repertoire direction of a conductor 	8.1.1-Identify and demonstrate proper vocal technique including good breath control, pitch, diction, tone quality, and posture.	<ul style="list-style-type: none"> Describe proper vocal technique, good breath control, pitch, diction, tone quality, and posture Restate proper vocal technique, good breath control, pitch, diction, tone quality, and posture 	<ul style="list-style-type: none"> Teacher Observation 	<ul style="list-style-type: none"> Breath control Pitch Diction Tone quality Posture Diaphragm 	Critical
	8.1.2- Explore the changing voice and expanding vocal range through warm-ups, breathing exercises, and appropriate repertoire.	<ul style="list-style-type: none"> Explore the changing voice Expanding vocal range 	<ul style="list-style-type: none"> Teacher Observation 	<ul style="list-style-type: none"> Vocal chords Changing voice Vocal range 	Critical
	8.1.3-Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation.	<ul style="list-style-type: none"> Sing expressively with attention to blend, balance, dynamics, phrasing, and articulation. 	<ul style="list-style-type: none"> Teacher Observation 	<ul style="list-style-type: none"> Blend Balance Dynamics Phrasing Articulation 	Critical
	8.1.4-Sing repertoire with a variety of voicing combinations and an appropriate level of difficulty alone or in groups, both from a score and from memory.	<ul style="list-style-type: none"> Perform a variety of vocal repertoire 	<ul style="list-style-type: none"> Teacher observation Voice test Performance 	<ul style="list-style-type: none"> Memorization 	Critical

	8.1.5-Sing historical and contemporary repertoire from Western and non-Western traditions accompanied and a capella, in a variety of languages, and with movement or body percussion when appropriate to enhance authentic performance.	<ul style="list-style-type: none"> • Sing historical and contemporary repertoire from Western and non-Western traditions • Create movement or body percussion when appropriate 	<ul style="list-style-type: none"> • Voice test • Performance • Dance test 	<ul style="list-style-type: none"> • Accompaniment • A cappella • Genre • Body percussion 	Critical
	8.1.6-Follow the directions of a conductor.	<ul style="list-style-type: none"> • Interpret the directions of a conductor 	<ul style="list-style-type: none"> • Performance • Teacher observation 	<ul style="list-style-type: none"> • Conductor 	Critical
Performing Music					
Playing an instrument alone and with others <ul style="list-style-type: none"> • rhythmic patterns • simple melodies • accompaniments • keyboard • electronic • percussion • traditional classroom instruments • non-traditional classroom instruments 	8.2.1-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"> • Read simple notated melodic patterns and intervals on the keyboard • Recognize the relationship of the keys to notes on the staff. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Keyboard • Interval • Rhythm • Melody • Harmony • Staff • Notes 	Additional
	8.2.2-Echo rhythmic, melodic, and harmonic patterns on keyboard, percussion, or original instruments.	<ul style="list-style-type: none"> • Recite rhythmic, melodic, and harmonic patterns on keyboards, percussion, or original instruments. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Rhythmic patterns • Melodic patterns • Harmonic patterns 	Additional

	8.2.3-Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments with expression, dynamic contrast, and appropriate technique and style.	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Teacher observation Performance Voice test 	<ul style="list-style-type: none"> Accompaniment Expression Dynamic contrast Style 	Additional
Creating Music					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> warm-ups melodies harmonization variations choral rehearsal 	8.3.1-Improvise call and response conversations in vocal and rhythmic warm-ups.	<ul style="list-style-type: none"> Develop call and response conversations in vocal and rhythmic warm-ups. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Improvisation Call and response 	Additional
	8.3.2-Sing improvised major and minor melodies in a variety of keys and meters over an established accompaniment.	<ul style="list-style-type: none"> Invent major and minor melodies in a variety of keys and meters over an established accompaniment. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Major Minor Keys Meter Time signature 	Additional
	8.3.3-Create harmonizations to familiar songs.	<ul style="list-style-type: none"> Compose harmonizations to familiar songs. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Harmonization 	Additional
	8.3.4-Sing improvised melodic and rhythmic variations of learned songs.	<ul style="list-style-type: none"> Perform improvised melodic and rhythmic variations of learned songs. 	<ul style="list-style-type: none"> Teacher observation Performance 	<ul style="list-style-type: none"> Variation 	Additional
Creating Music					
Composing and arranging music within specified guidelines	8.4.1-Compose and conduct warm-ups based on repertoire being studied.	<ul style="list-style-type: none"> Develop warm-ups based on repertoire being studied. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Compose Warm-up 	Additional

<ul style="list-style-type: none"> • Warm-ups • Accompaniments • repertoire 		<ul style="list-style-type: none"> • Conduct warm-ups based on repertoire being studied. 			
	8.4.2- Plan an accompaniment such as a harmonic or rhythmic part to be used in performance of repertoire.	<ul style="list-style-type: none"> • Organize an accompaniment such as a harmonic or rhythmic part to be used in performance of repertoire. 	<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Harmony • Rhythm 	Additional
Performing Music					
Reading, notating and interpreting music <ul style="list-style-type: none"> • Repertoire • Treble clef • Bass clef • Expressive markings • Musical examples 	8.5.1-Read and sing appropriate repertoire written in treble and bass clefs.	<ul style="list-style-type: none"> • Recite appropriate repertoire written in treble clef and bass clef. • Perform appropriate repertoire written in treble clef and bass clef. 	<ul style="list-style-type: none"> • Performance • Teacher observation 	<ul style="list-style-type: none"> • Treble clef • Bass clef 	Critical
	8.5.2- Sight-read music written in treble and bass clefs, major and minor keys, and simple or compound meter using solfege, note names, or numbers.	<ul style="list-style-type: none"> • Sight-read music written in treble and bass clefs, major keys, and simple or compound meter • Use solfege, note names, or numbers. 	<ul style="list-style-type: none"> • Sight-reading test • Teacher observation 	<ul style="list-style-type: none"> • Sight-reading • Solfege • Duple meter • Triple meter • Simple meter • Compound meter 	Critical
	8.5.3- Identify and apply musical symbols found in scores.	<ul style="list-style-type: none"> • Identify musical symbols found in scores. • Apply musical symbols found in scores. 	<ul style="list-style-type: none"> • Teacher observation • Theory test • Theory WS 	<ul style="list-style-type: none"> • Staff • Barline • Double barline • Dynamics • (pp,p,mp,mf,f,ff, <, >) 	Critical

				<ul style="list-style-type: none"> • Repeat sign • 1st ending • 2nd ending 	
	8.5.4- Interpret and perform non-standard notation in scores.	<ul style="list-style-type: none"> • Interpret examples of non-standard notation in scores. • Perform examples of non-standard notation in scores. 	<ul style="list-style-type: none"> • Performance • Teacher observation 	<ul style="list-style-type: none"> • Scores • Notation 	Additional
Responding to Music					
Listening to, analyzing, and describing music <ul style="list-style-type: none"> • Recordings • Choral repertoire • Music • Choral works 	8.6.1-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.	<ul style="list-style-type: none"> • Listen to recordings of age appropriate singers and repertoire. • Identify the type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre. • Describe the type of ensemble, a cappella or accompanied performance, and basic musical form, style, and genre. 	<ul style="list-style-type: none"> • Teacher observation/discussion • Listening quiz 	<ul style="list-style-type: none"> • A cappella • Musical form • Style • Genre 	Critical
	8.6.2-Listen to and describe the relationship of each voice part and the accompaniment in a choral work being rehearsed, using appropriate terminology.	<ul style="list-style-type: none"> • Listen to the relationship of each voice part and the accompaniment in a choral work being rehearsed. • Recognize the relationship of each voice part and the accompaniment in a choral work being rehearsed. • State appropriate terminology. 	<ul style="list-style-type: none"> • Teacher observation/discussion • Listening quiz 	<ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass • Texture 	Critical

	8.6.3-Describe how a composer may have used musical elements to convey a particular mood in repertoire being studied.	<ul style="list-style-type: none"> Paraphrase how a composer may have used musical elements to convey a particular mood in repertoire being studied. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Mood Composer 	Important
Responding to Music					
Evaluating music and music performances <ul style="list-style-type: none"> Criteria Choral performances Performance behaviors 	8.7.1-Use appropriate musical terminology in establishing criteria and creating a rubric to be used in evaluating the quality of choral performances.	<ul style="list-style-type: none"> Associate appropriate musical terminology in establishing criteria to be used in evaluating the quality of choral performances. 	<ul style="list-style-type: none"> Listening quiz Performance evaluations Performance 	<ul style="list-style-type: none"> Dynamics Form Texture Rhythm 	Important
	8.7.2-Listen to recordings and live performances of age appropriate singers and repertoire. Apply established criteria to evaluate the performances.	<ul style="list-style-type: none"> Observe recordings and live performances of age appropriate singers and repertoire. Teach established criteria to evaluate the performances. 	<ul style="list-style-type: none"> Listening Quiz Worksheet Teacher observation/discussion Performance evaluation 	<ul style="list-style-type: none"> Dynamics Form Texture Rhythm 	Critical
	8.7.3-Apply established criteria to evaluate performances of own ensemble.	<ul style="list-style-type: none"> Design criteria to evaluate performance of own ensemble. 	<ul style="list-style-type: none"> Performance Performance evaluation 	<ul style="list-style-type: none"> Dynamics Form Texture Rhythm 	Critical
	8.7.4-Identify and demonstrate appropriate performance behaviors.	<ul style="list-style-type: none"> Act out appropriate and inappropriate performance behaviors. Dramatize appropriate performance behaviors. 	<ul style="list-style-type: none"> Teacher Observation Performance 	<ul style="list-style-type: none"> Concert Performance Concert etiquette 	Critical
Responding to Music					

<p>Understanding relationships between music, the other arts, and disciplines outside the arts</p> <ul style="list-style-type: none"> • Other disciplines • Performance • Choral repertoire • Choral example • Positive behaviors • Choral ensemble • Life experiences 	<p>8.8.1-Explore the relationship of music and text in repertoire being studied.</p>	<ul style="list-style-type: none"> • Assess the relationship of music and text in repertoire being studied. 	<ul style="list-style-type: none"> • Teacher observation • Writing prompt 	<ul style="list-style-type: none"> • Lyrics • Text painting • Music • Text • Expression • Emotion 	<p>Important</p>
	<p>8.8.2-Understand the physiological basis for good singing posture and technique, and demonstrate healthy singing habits.</p>	<ul style="list-style-type: none"> • Retell the physiological basis for good singing posture and technique • Give examples of healthy singing habits. 	<ul style="list-style-type: none"> • Theory worksheet • Theory test • Rhythm test 	<ul style="list-style-type: none"> • Time signature • Measure/barline • Basic rhythms (sixteenth, eighth, quarter, etc...) • Standing posture • Sitting posture • Vocal chords • Hydration • Breath support 	<p>Critical</p>
	<p>8.8.3-Keep a journal of written responses to choral examples heard in class.</p>	<ul style="list-style-type: none"> • Compile a journal of written responses to choral examples heard in class. 	<ul style="list-style-type: none"> • Teacher observation • Worksheet 	<ul style="list-style-type: none"> • Dynamics • Genre • Texture • Form • Tempo • Mood 	<p>Important</p>

	8.8.4-Recognize how choral performances can be enhanced through related art forms such as dance and visual arts.	<ul style="list-style-type: none"> Recognize how choral performances can be enhanced through related art forms such as dance and visual arts. 	<ul style="list-style-type: none"> Teacher observation Voice test Performance Dance test Musical project 	<ul style="list-style-type: none"> Standing posture Sitting posture Vocal chords Hydration Breath support Dance Choreography Musicals Ballet Jazz Contemporary Musical theater Ballroom 	Critical
	8.8.5-Identify life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts.	<ul style="list-style-type: none"> Utilize life skills developed in music studies and activities such as cooperation, effort, perseverance, and respect that transfer to other disciplines and contexts. 	<ul style="list-style-type: none"> Teacher observation Performance Writing prompt 	<ul style="list-style-type: none"> Cooperation Perseverance Commitment Character Life skills 	Critical
Responding to Music					
Understanding music in relation to history and culture. <ul style="list-style-type: none"> Background of music Repertoire Cultural traditions Historical traditions 	8.9.1-Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> Generalize the genre, style, composer, and historical background of repertoire being studied. 	<ul style="list-style-type: none"> Teacher observation Writing prompt Worksheet Listening journal 	<ul style="list-style-type: none"> Genre Style Composer Classical Pop Choral Modern 	Important

<ul style="list-style-type: none"> • Choral opportunities in the community • Careers in vocal music 					
	8.9.2-Sing in languages from various cultures using accurate pronunciation and diction.	<ul style="list-style-type: none"> • Perform in languages from various cultures using accurate pronunciation and diction. 	<ul style="list-style-type: none"> • Teacher observation • Performance • Voice test 	<ul style="list-style-type: none"> • Diction 	Critical
	8.9.3-Perform choral repertoire in an authentic style that reflects the origin of the music.	<ul style="list-style-type: none"> • Produce choral repertoire in an authentic style that reflects the origin of the music. 	<ul style="list-style-type: none"> • Teacher observation • Performance • Voice test 	<ul style="list-style-type: none"> • Style • Genre • Mood 	Important
	8.9.4-Understand and describe vocal styles appropriate to specific settings.	<ul style="list-style-type: none"> • Comprehend vocal styles appropriate to specific settings. 	<ul style="list-style-type: none"> • Performance • Teacher observation • Voice test • Writing prompt • Worksheet • Listening journal 	<ul style="list-style-type: none"> • Vocal style • Genre • Concert • Musical themes 	Critical
	8.9.5-Discuss the roles of various choral ensembles in the community and opportunities for participation.	<ul style="list-style-type: none"> • Explain the roles of various choral ensembles in the community and opportunities for participation. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Community theater • Music camps 	Additional
	8.9.6-Discuss opportunities and preparation for careers in vocal music.	<ul style="list-style-type: none"> • Showcase opportunities and preparation needed for careers in vocal music. 	<ul style="list-style-type: none"> • Teacher observation • Career project 	<ul style="list-style-type: none"> • College • Audition • Music careers • Music industry 	Additional