

GRADE LEVEL: 9-12

SUBJECT: Choir

DATE: 2016-2017

MONTH/GRADING PERIOD: 1 Year

CONTENT	STANDARD INDICATORS	SKILLS	ASSESSMENT	VOCAB	PRIORITY
Performing Music					
Singing alone and with others <ul style="list-style-type: none"> • Repertoire • Style • Cultures • Score • Memory • Vocal technique • Ensembles • Conductor 	H.1.1-Sing using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance.	<ul style="list-style-type: none"> • Model using proper vocal technique including body alignment, breath support and control, position of tongue and jaw, and use of resonance. 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Breath support • Breath control • Resonance • Pitch • Diction • Tone quality • Posture • Diaphragm 	Critical
	H. 1.2-Sing accompanied and a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and non-traditional notation.	<ul style="list-style-type: none"> • Perform accompanied and a cappella historical and contemporary repertoire from Western and non-Western traditions in a variety of languages, and using traditional and non-traditional notation. 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Accompanied • A cappella 	Critical
	H. 1.3-Sing music in four parts having difficulty level of 4 (on a scale of 1 to 6).	<ul style="list-style-type: none"> • Select music in four parts having difficulty level of 4 (on a scale of 1 to 6). 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass 	Critical
	H.1.4-Sing literature representing a variety of vocal style expressively, utilizing appropriate dynamic contrast,	<ul style="list-style-type: none"> • Vocalize literature representing a variety of vocal style expressively, utilizing appropriate 	<ul style="list-style-type: none"> • Teacher observation • Performance • Voice test • Dance test 	<ul style="list-style-type: none"> • Dynamics • Phrasing • Articulation • Score 	Critical

	phrasing, and articulation alone or in ensembles, from a score and from memory. Add suitable movement and/or body percussion to enhance the performance of vocal repertoire.	dynamic contrast, phrasing, and articulation alone or in ensembles, from a score and from memory. <ul style="list-style-type: none"> Use suitable movement and/or body percussion to enhance the performance of vocal repertoire. 		<ul style="list-style-type: none"> Express Choreography 	
	H.1.5-Sing an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality.	<ul style="list-style-type: none"> Perform an independent vocal part with other ensemble members while maintaining balance and blend of volume and tone quality. 	<ul style="list-style-type: none"> Teacher observation Performance 	<ul style="list-style-type: none"> Blend Dynamic Tone quality 	Critical
	H.1.6-Learn conducting patterns and techniques and follow cues of teacher and student conductors.	<ul style="list-style-type: none"> Demonstrate conducting patterns and techniques. Connect cues of teacher and student conductors. 	<ul style="list-style-type: none"> Teacher observation Performance 	<ul style="list-style-type: none"> Conduct Movement Cue 	Critical
Performing Music					
Playing an instrument alone and with others <ul style="list-style-type: none"> Students Rhythmic patterns Melodic patterns Harmonic patterns Keyboard Percussion Original instruments Ensemble Steady tempo 	H.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"> Simulate simple notated melodic patterns and intervals on the keyboard. Explain the relationship of the keys to notes on the staff. 	<ul style="list-style-type: none"> Teacher observation 	<ul style="list-style-type: none"> Melody Interval Staff Notes 	Additional

<ul style="list-style-type: none"> • Accurate pitches • Simple rhythmic accompaniments • Melodic accompaniments • Vocal performance 					
	H.2.2-Echo melodic, rhythmic, and harmonic patterns on keyboard, percussion, or original instruments.	<ul style="list-style-type: none"> • Practice melodic, rhythmic, and harmonic patterns on keyboard, percussion, or original instruments. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Melodic pattern • Rhythmic pattern • Harmonic pattern 	Additional
	H.2.3-Accompany appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments.	<ul style="list-style-type: none"> • Perform appropriate vocal repertoire with innovative tonal and rhythmic patterns performed on traditional or culturally authentic instruments. 	<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Tonality 	Important
Creating Music					
Improvising melodies, variations, and accompaniments <ul style="list-style-type: none"> • Warm-ups • Melody • Harmonization • Variation • Choral rehearsal 	H.3.1-Improvise call and response conversations in vocal warm-ups.	<ul style="list-style-type: none"> • Create call and response conversations in vocal warm-ups. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Call and response • Improvisation 	Additional
	H.3.2-Improvise a two, three, or four part harmonization for a known melody.	<ul style="list-style-type: none"> • Create a two, three, or four part harmonization for a known melody. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Melody • Harmony 	Additional
	H.3.3-Vary a familiar melody by adding or changing notes or altering the rhythmic	<ul style="list-style-type: none"> • Alter a familiar melody by adding or changing notes or altering the 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Gospel music 	Important

	structure of the melody as in gospel music.	rhythmic structure of the melody as in gospel music.				
	H.3.4-Improvise an accompanying bass line for a given melody.	<ul style="list-style-type: none"> • Compose an accompanying bass line for a given melody. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Bass line 	Additional	
	H.3.5-Improvise a stylistically appropriate melody over a given chord progression, such as scat syllables over a twelve bar blues progression.	<ul style="list-style-type: none"> • Rewrite a stylistically appropriate melody over a given chord progression, such as scat syllables over a twelve bar blues progression. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Chord • Chord progression • Scat • Blues • Twelve bar blues 	Additional	
	H.3.6-Improvise melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions.	<ul style="list-style-type: none"> • Create melodies, harmonies, and accompaniments in styles from various musical eras or cultural traditions. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Cultural traditions 	Additional	
Creating Music						
	Composing and arranging music within specified guidelines <ul style="list-style-type: none"> • Vocal warm-ups • Accompaniments • Performance 	H.4.1-Compose and conduct warm-ups that develop vocal techniques.	<ul style="list-style-type: none"> • Make use of warm-ups that develop vocal techniques. • Model warm-ups that develop vocal techniques. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Compose • Conduct 	Critical
		H.4.2-Compose warm-ups that address vocal problems in repertoire being studied.	<ul style="list-style-type: none"> • Discover warm-ups that address vocal problems in repertoire being studied. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Compose • Repertoire 	Critical
		H.4.3-Compose warm-ups using stylistic devices found in repertoire studied.	<ul style="list-style-type: none"> • Select warm-ups using stylistic devices found in repertoire studied. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Style 	Additional

	H.4.4-Compose and rehearse melodic, harmonic, or rhythmic accompaniments to enhance performance of repertoire.	<ul style="list-style-type: none"> • Originate melodic, harmonic, or rhythmic accompaniments to enhance performance of repertoire. • Perform melodic, harmonic, or rhythmic accompaniments to enhance performance of repertoire. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Rehearse • Performance 	Additional
Responding to Music					
Reading, notating, and interpreting music <ul style="list-style-type: none"> • Students • Vocal scores • Music • Method 	H.5.1-Read and perform vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive details.	<ul style="list-style-type: none"> • Use vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive details. • Sing vocal scores observing symbols pertaining to pitch, rhythm, dynamics, tempo, articulation, and expressive details. 	<ul style="list-style-type: none"> • Teacher observation • Performance • Vocal test 	<ul style="list-style-type: none"> • Musical symbols • Pitch • Rhythm • Dynamics • Tempo • Articulation 	Critical
	H.5.2-Interpret non-standard notation used in various contemporary scores.	<ul style="list-style-type: none"> • Understand non-standard notation used in various contemporary scores. 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Non-standard notation 	Additional
	H.5.3-Sight-read music with an appropriate level of difficulty in major and minor keys, using a consistent method.	<ul style="list-style-type: none"> • Vocalize music with an appropriate level of difficulty in major and minor keys, using a consistent method. 	<ul style="list-style-type: none"> • Teacher observation • Vocal test 	<ul style="list-style-type: none"> • Sight-read • Major • Minor • Solfege 	Important
	H. 5.4-Read and follow other voice parts in a score.	<ul style="list-style-type: none"> • Interpret other voice parts in a score. 	<ul style="list-style-type: none"> • Teacher observation 	<ul style="list-style-type: none"> • Soprano • Alto 	Critical

		<ul style="list-style-type: none"> Analyze other voice parts in a score. 		<ul style="list-style-type: none"> Tenor Bass 	
Responding to Music					
Listening to, analyzing, and describing music <ul style="list-style-type: none"> Students Recording of choral repertoire Elements Composition Interpretation Choral works Performance 	H.6.1-Listen to recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre.	<ul style="list-style-type: none"> Choose recordings of a variety of ensembles and repertoire. Identify and describe voicing, language, accompaniment, texture, form, compositional devices, style, and genre. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Voicing Texture Form Style Genre Compositional device Language accompaniment 	Critical
	H.6.2-Compare two recordings of a choral work and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations.	<ul style="list-style-type: none"> Discuss two recordings of a choral work and note similarities and differences in phrasing, tempo, dynamic levels, tone quality, and use of articulations. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Choral music 	Important
	H.6.3-Analyze and discuss compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, and modulation and their effect on performance.	<ul style="list-style-type: none"> Categorize compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, and modulation and their eff Examine compositional elements heard in choral works being studied such as form, meter, cadences, harmonic progressions, phrasing, 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Form Meter Cadences Harmonic progressions Phrasing Modulation 	Additional

		and modulation and their effect on performance.			
	H.6.4-Describe compositional elements in repertoire being studied that may convey a particular emotion or mood.	<ul style="list-style-type: none"> Dissect compositional elements in repertoire being studied that may convey a particular emotion or mood. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Emotion Mood 	Critical
Responding to Music					
Evaluating music and music performances	H.7.1-Discuss the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers.	<ul style="list-style-type: none"> Evaluate the musical qualities in choral repertoire heard or studied that evoke various responses or emotions in listeners and performers. 	<ul style="list-style-type: none"> Performance Performance evaluation Discussion 	<ul style="list-style-type: none"> Expression Mood 	Critical
	H.7.2-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"> Apply 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"> Performance evaluation Discussion 	<ul style="list-style-type: none"> Form Mood Dynamics Expression Tempo Lyrics 	Critical
	H.7.3-Use established criteria and appropriate musical terminology to write critiques of choral concerts.	<ul style="list-style-type: none"> Associate established criteria and appropriate musical terminology to write critiques of choral concerts. 	<ul style="list-style-type: none"> Performance evaluation Discussion 	<ul style="list-style-type: none"> Behavior Performance Facial expression 	Critical
	H.7.4-Establish criteria for selecting solo or small ensembles repertoire, based on level of difficulty and	<ul style="list-style-type: none"> Create criteria for selecting solo or small ensembles repertoire, based on level of difficulty and 	<ul style="list-style-type: none"> Discussion Performance 	<ul style="list-style-type: none"> Solo Ensemble Venues 	Important

	appropriateness for specific performance venues.	appropriateness for specific performance venues.			
	H.7.5- Identify and demonstrate appropriate performance behaviors in a variety of concert venues.	<ul style="list-style-type: none"> Establish appropriate performance behaviors in a variety of concert venues. Act out appropriate performance behaviors in a variety of concert venues. 	<ul style="list-style-type: none"> Teacher observation/discussion Performance evaluation 	<ul style="list-style-type: none"> Concert etiquette 	Critical
Responding to Music					
Understanding relationships between music, the other arts, and disciplines outside the arts <ul style="list-style-type: none"> Students Music Text Writing Other art forms Choral repertoire Physical properties 	H. 8.1-Explore the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning.	<ul style="list-style-type: none"> Point out the relationship of music and text in repertoire being studied, including understanding the text as literature and identifying musical devices that enhance its meaning. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening quiz 	<ul style="list-style-type: none"> Text Literature 	Critical
	H.8.2-Understand the physiological basis for good singing posture and technique and demonstrate healthy singing habits.	<ul style="list-style-type: none"> Teach the physiological basis for good singing posture and technique and demonstrate healthy singing habits. 	<ul style="list-style-type: none"> Teacher observation/discussion Worksheet 	<ul style="list-style-type: none"> Vocal chords Hydration Posture 	Critical
	H.8.3-Understand acoustical properties of various performance venues and the	<ul style="list-style-type: none"> Retell acoustical properties of various performance venues and 	<ul style="list-style-type: none"> Teacher observation/discussion Worksheet 	<ul style="list-style-type: none"> Acoustics 	Additional

	implications for vocal production.	the implications for vocal production.			
	H. 8.4-Compare choral works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music.	<ul style="list-style-type: none"> Relate choral works and other art forms with similar characteristics and effects to enhance understanding and interpretation of the music. 	<ul style="list-style-type: none"> Teacher observation/discussion Listening activity Musical project 	<ul style="list-style-type: none"> Interpretation Art Dance 	Important
	H.8.5- Recognize how choral performance can be enhanced through related art forms such as dance and visual arts.	<ul style="list-style-type: none"> Survey how choral performance can be enhanced through related art forms such as dance and visual arts. 	<ul style="list-style-type: none"> Teacher observation/discussion Musical project 	<ul style="list-style-type: none"> Visual arts Dance 	Critical
	H.8.6-Respond to specific writing prompts such as, “How does the visual aspect of the choral performance affect the listeners’ response to the music?”	<ul style="list-style-type: none"> Elaborate on specific writing prompts such as, “How does the visual aspect of the choral performance affect the listeners’ response to the music?” 	<ul style="list-style-type: none"> Writing prompt 	<ul style="list-style-type: none"> Visual art Color Line Text painting 	Additional
Responding to Music					
Understanding music in relation to history and culture <ul style="list-style-type: none"> Students Background of music studied Repertoire Cultural traditions Historical traditions Choral works Vocal styles 	H.9.1-Explore the genre, style, composer, and historical background of repertoire being studied.	<ul style="list-style-type: none"> Research the genre, style, composer, and historical background of repertoire being studied. 	<ul style="list-style-type: none"> Teacher observation/discussion Worksheet Musical project 	<ul style="list-style-type: none"> Genre Style Composer 	Critical

<ul style="list-style-type: none"> • Opportunities • Potential careers • Vocal music 					
	<p>H.9.2-Sing in languages from various cultures using accurate pronunciation and diction, and analyze the relationship of text and music when sung in the original language as opposed to a translation.</p>	<ul style="list-style-type: none"> • Perform in languages from various cultures using accurate pronunciation and diction. • Describe the relationship of text and music when sung in the original language as opposed to a translation. 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Pronunciation • Diction • Text • Translation 	Critical
	<p>H.9.3-Perform choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture.</p>	<ul style="list-style-type: none"> • Sing choral repertoire in an authentic style that reflects its culture of origin and consider the role music plays in that culture. 	<ul style="list-style-type: none"> • Teacher observation • Performance 	<ul style="list-style-type: none"> • Authentic • Style • Culture 	Critical
	<p>H.9.4-Understand and describe characteristics of musical works and vocal styles that make them appropriate for specific situations.</p>	<ul style="list-style-type: none"> • Apply characteristics of musical works and vocal styles that make them appropriate for specific situations. • Explain characteristics of musical works and vocal styles that make them appropriate for specific situations. 	<ul style="list-style-type: none"> • Teacher observation/discussion • Musical project • Listening activity 	<ul style="list-style-type: none"> • Vocal style • Musical theater • Orchestral music • Instrumental music • Genre • Choral music 	Important
	<p>H.9.5-Research and write an informative article about repertoire being studied that could be used for publicity, in</p>	<ul style="list-style-type: none"> • Read an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance”. 	<ul style="list-style-type: none"> • Writing prompt 	<ul style="list-style-type: none"> • Lyrics 	Additional

	a concert program, or as part of an “informance”.	<ul style="list-style-type: none"> • Compose an informative article about repertoire being studied that could be used for publicity, in a concert program, or as part of an “informance”. 			
	H.9.6-Discuss opportunities and preparation for further study and careers in vocal music.	<ul style="list-style-type: none"> • Showcase opportunities and preparation for further study and careers in vocal music. 	<ul style="list-style-type: none"> • Teacher discussion 	<ul style="list-style-type: none"> • College • Audition • Music business 	Important
Advanced: Singing alone and with others	H.1.7-Sing musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB.	<ul style="list-style-type: none"> • Perform musical works arranged for a variety of voicings such as SSA, TBB, SSATBB, or SSAATTBB. 	<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Soprano • Alto • Tenor • Bass 	Important
	H.1.8-Sing a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression.	<ul style="list-style-type: none"> • Perform a variety of repertoire having a difficulty level of 5 (on a scale of 1 to 6) with correct technique and expression. 	<ul style="list-style-type: none"> • Teacher observation • Sight-reading test 	<ul style="list-style-type: none"> • Repertoire 	Important
	H.1.9- Sing appropriate repertoire in a variety of styles in small ensembles, a cappella and accompanied, with one student per vocal part.	<ul style="list-style-type: none"> • Perform appropriate repertoire in a variety of styles in small ensembles, a cappella and accompanied, with one student per vocal part. 	<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Ensemble • A cappella • Vocal part 	Additional
Advanced: Composing and arranging music within specified guidelines	H.4.5-Write original compositions or arrangements to be performed by the ensemble.	<ul style="list-style-type: none"> • Compose original compositions or arrangements to be performed by the ensemble. 	<ul style="list-style-type: none"> • Performance 	<ul style="list-style-type: none"> • Composition 	Additional

<p>Advanced: Listening to, analyzing, and describing music</p>	<p>H.6.5- Listen to, analyze, and discuss the relationship of movements or sections of larger musical works being sung such as the mass or oratorio.</p>	<ul style="list-style-type: none"> • Hear the relationship of movements or sections of larger musical works being sung such as the mass or oratorio. • Dissect the relationship of movements or sections of larger musical works being sung such as the mass or oratorio. • Converse about the relationship of movements or sections of larger musical works being sung such as the mass or oratorio. 	<ul style="list-style-type: none"> • Teacher observation/discussion • Listening activity 	<ul style="list-style-type: none"> • Movement • Mass • Oratorio 	<p>Additional</p>
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