7th Grade Choir Curriculum

Course Description: Seventh Grade Choir is a performance based learning experience. Students take their first step in learning to sing with confidence and excellent tone in large choir concert performances through practiced rehearsal techniques, sight singing practice, and singing music from our country and around the world. Students learn the fundamental characteristics of the human voice as well as good maintenance and healthy habits. Students will perform 2 concerts per semester.

Scope and Sequence:

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<td>Ongoing</td>
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</tbody>
</table>
Unit 1: Music Reading Skills

Subject: 7th Grade Music
Grade: 7
Name of Unit: Music Reading Skills
Length of Unit: Ongoing

Overview of Unit: The students will engage in a variety of activities that will teach them the symbolic notation on staves to indicate duration and pitch of sound. Students will learn terms pertaining to music symbols, rhythm and meter, and musical performance which is the foundation of understanding the language of music theory and sight singing.

Priority Standards for unit:
- EP1B6-8a General Music Classes: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff
- AP1A6-8b Vocal and Instrumental Performance Classes: Identify forms used in selected ensemble repertoire
- EP1B6-8c Vocal and Instrumental Performance Classes: Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and *keys
- EP1E6-8a Vocal and Instrumental Performance Classes: Sight read standard musical notation at level 2 difficulty [Level 2 –Easy; may include changes of tempo, *key, and meter; modest ranges]
- EP1B6-8b Identify accidentals sharps, flats, natural signs
- PP2A6-8b Read and perform rhythms in simple *meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, dotted quarter followed by eighth, *syncopation

Supporting Standards for unit:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
• ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>standard pitch notation in the treble clef, including one ledger line above and below the staff</td>
<td>Identify</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>forms used in selected ensemble repertoire</td>
<td>Identify</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and *keys</td>
<td>Employ</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>standard musical notation at level 2 difficulty</td>
<td>Sight read</td>
<td>Analyze</td>
<td>2</td>
</tr>
<tr>
<td>accidentals sharps, flats, natural signs</td>
<td>Identify</td>
<td>Understand</td>
<td>1</td>
</tr>
<tr>
<td>rhythms in simple *meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, dotted quarter followed by eighth, *syncopation</td>
<td>Read</td>
<td>Understand</td>
<td>4</td>
</tr>
<tr>
<td>rhythms in simple *meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, dotted quarter followed by eighth, *syncopation</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
</tbody>
</table>

**Essential Questions:**
1. How is music represented in written form?
2. How does the music heard aurally translate into written form?
3. How does specific music terminology assist the student in the comprehension of music theory?

**Enduring Understanding/Big Ideas:**
1. Music uses a symbolic notation on staves to indicate duration and pitch of sound.
2. Aural skills will be acquired through progressively more difficult sight singing practice, rhythmic & melodic dictation examples, and recognition of intervals.
3. Terms pertaining to music symbols, rhythm and meter, form, and musical performance combine to become the foundation of understanding the language of music theory.

**Unit Vocabulary:**

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<th>Content/Domain Specific</th>
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<td>pp for pianissimo</td>
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<td>cresc or &lt; for crescendo</td>
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<td>dim for diminuendo</td>
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<td>accelerando</td>
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<td>ritardando</td>
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<td>allegro</td>
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<td>moderato</td>
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<tr>
<td>andante</td>
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<td>Largo</td>
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<td>a tempo</td>
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<td>Accent</td>
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<td>Fermata</td>
<td></td>
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<tr>
<td>Ties</td>
<td></td>
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<td>Slurs</td>
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<tr>
<td>Staccato</td>
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<td>Legato</td>
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<tr>
<td>sharp</td>
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<tr>
<td>flat</td>
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<tr>
<td>natural sign</td>
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<tr>
<td>whole note/rest</td>
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<td>quarter note/rest</td>
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<td>half note/rest</td>
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<tr>
<td>eighth-note pairs</td>
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<tr>
<td>dotted half note</td>
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<tr>
<td>sixteenth notes</td>
<td></td>
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<tr>
<td>dotted quarter followed by eighth</td>
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</tbody>
</table>
dotted quarter note/rest
syncopation
A cappella
DC
DS
Coda
Fine
Balance
Blend
Round
Chord
Common/Cut Time
Soprano
Alto
Tenor
Bass
Falsetto
Head Voice
Unison
Harmony
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Measure
Barline
Time signature
Range
Timbre
Body alignment/posture
Chromatic
Diction
Phrase
Tempo
Key Signature
Composer/Arranger/Lyrics
Treble/Bass Clef
Harmony/Melody
Music Staff
Engaging Experience 1
Title: Rhythm
Suggested Length of Time: Ongoing
Standards Addressed:

Priority:
- PP2A6-8b Read and perform rhythms in simple *meter: Whole note/rest, Quarter note/rest, Half note/rest, Eighth note/rest, Dotted half note, Sixteenth notes, dotted quarter followed by eighth, *syncopation

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions:
Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm. Students will apply rhythmic knowledge through performance.

Bloom’s Levels: Understand and Apply
Webb’s DOK: 4 and 2

Engaging Experience 2
Title: Melody
Suggested Length of Time: Ongoing
Standards Addressed:

Priority:
- EP1B6-8a General Music Classes: Identify standard pitch notation in the treble clef, including one ledger line above and below the staff
- EP1B6-8c Vocal and Instrumental Performance Classes: Employ standard pitch notation in the clef appropriate to student’s instrument or voice in an appropriate range and *keys
- EP1B6-8b Identify accidentals sharps, flats, natural signs
Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent melody. Students will apply clef and pitch knowledge through performance.

Bloom’s Levels: Analyze

Webb’s DOK: 3
Engaging Experience 1
Title: Form
Suggested Length of Time: Ongoing
Standards Addressed:

Priority:
- AP1A6-8b Vocal and Instrumental Performance Classes: Identify forms used in selected ensemble repertoire

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Detailed Description/Instructions: Using selected repertoire, students will identify musical forms and their function.

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 1
Title: Sight Singing
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- EP1E6-8a Vocal and Instrumental Performance Classes: Sight read standard musical notation at level 2 difficulty [Level 2 – Easy; may include changes of tempo, *key, and meter; modest ranges]

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - COMPUTATIONAL THINKER.5: Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through a variety of sight-reading exercises, the student will progress from basic stepwise examples to higher level examples including leaps.

Bloom’s Levels: Analyze

Webb’s DOK: 2
Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The culminating activity will be a public choral performance. This performance will demonstrate application of learned music reading skills.
## Summary of Engaging Learning Experiences for Topics

<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
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<tr>
<td>Rhythm and Melody</td>
<td>Rhythm</td>
<td>Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm. Students will apply rhythmic knowledge through performance.</td>
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<tr>
<td>Rhythm and Melody</td>
<td>Melody</td>
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<td>Sight Singing</td>
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<td>Through a variety of sight-reading exercises, the student will progress from basic stepwise examples to higher level examples including leaps.</td>
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Unit 2: Expressive Qualities

Subject: 7th Grade Music  
Grade: 7  
Name of Unit: Expressive Qualities  
Length of Unit: Ongoing

Overview of Unit: The student will engage in a variety of activities that will teach them to understand and apply standard musical expression in regards to choral literature. With this knowledge, the student will demonstrate the differences between quality and non-quality performances through active listening and performing.

Priority Standards for unit:
- PP2C6-8c Apply stylistic elements needed to perform the music of various cultures, genres and styles

Supporting Standards for unit:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
Unwrapped Concepts (Students need to know) | Unwrapped Skills (Students need to be able to do) | Bloom’s Taxonomy Levels | Webb’s DOK
--- | --- | --- | ---
stylistic elements needed to perform the music of various cultures, genres and styles | Apply | Apply | 1

**Essential Questions:**
1. How is musical expression best realized in a choral setting?
2. How do expressive and stylistic qualities enhance the musical performance?

**Enduring Understanding/Big Ideas:**
1. Through interpretation of articulations, phrasing, tempo, and dynamics, the students will produce musically effective performances.
2. Expressive and stylistic qualities help musicians sustain variety and interest in a musical performance, and communicate a particular emotional state or feeling.

**Unit Vocabulary:**

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<tr>
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<tbody>
<tr>
<td>Unison</td>
<td>Harmony</td>
</tr>
<tr>
<td>Intonation</td>
<td>Measure</td>
</tr>
<tr>
<td>Barline</td>
<td>Time signature</td>
</tr>
<tr>
<td>Range</td>
<td>Timbre</td>
</tr>
<tr>
<td>Body alignment/posture</td>
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<td>Diction</td>
<td>Phrase</td>
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<td>Tempo</td>
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<td>Composer/Arranger/Lyrics</td>
<td>Treble/Bass Clef</td>
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<td>Harmony/Melody</td>
<td>Music Staff</td>
</tr>
</tbody>
</table>
Topic 1: Expressive Techniques

Engaging Experience 1
Title: Expressive Techniques
Suggested Length of Time: Ongoing

Standards Addressed

Priority:


Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through a variety of listening activities, rehearsals, and classroom discussions, the student will learn terminology and techniques including dynamics, musical phrasing, and articulation.

Bloom’s Levels: Understand
Webb’s DOK: 2
Engaging Experience 1
Title: Stylistic Elements
Suggested Length of Time: Ongoing
Standards Addressed

Priority:
- PP2C6-8c Apply stylistic elements needed to perform the music of various cultures, genres and styles

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through music performance, students will apply stylistic elements appropriate to the culture, genre, or style of the literature.

Bloom’s Levels: Apply
Webb’s DOK: 1
Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The culminating activity will be a public choral performance. This performance will demonstrate application of learned expressive qualities.
## Summary of Engaging Learning Experiences for Topics

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<td>Expressive Techniques</td>
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<td>Through a variety of listening activities, rehearsals, and classroom discussions, the student will learn terminology and techniques including dynamics, musical phrasing, and articulation.</td>
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<tr>
<td>Stylistic Elements</td>
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<td>Ongoing</td>
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</table>
Unit 3: Performance Techniques

Subject: 7th Grade Music
Grade: 7
Name of Unit: Performance Techniques
Length of Unit: Ongoing

Overview of Unit: Through choral rehearsals and performance opportunities, students will demonstrate continued ability to perform musically expressive choral literature using healthy choral performance techniques based on articulation and performance notations provided by the composer/arranger/conductor.

Priority Standards for unit:
- PP1D6-8b Vocal Performance Classes: Perform *harmony in songs of two and three parts
- PP1E6-8a General Music Classes: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble
- PP1E6-8b Respond expressively to conductor’s cues
- PP1A6-8b Demonstrate singing skills using a singing voice and match pitch in an appropriate range
- PP1A6-8c Demonstrate appropriate singing posture, breath support, and diction
- PP1B6-8b Vocal Performance Classes: Apply vocal techniques required for expressive performance of varied literature
- AP2B6-8b Vocal and Instrumental Performance Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement
- EP1A6-8b Vocal and Instrumental Performance Classes: Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above
- IC1B6-8b Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings.

Supporting Standards for unit:
- TT.AB.I.1: Students will develop positive social identities based on their membership in multiple groups in society.
- TT.AB.I.4: Students will express pride, confidence and healthy self-esteem without denying the value and dignity of other people.
- TT.AB.D.6: Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
- TT.AB.D.9: Students will respond to diversity by building empathy, respect, understanding and connection.
● TT.AB.D.10: Students will examine diversity in social, cultural, political and historical contexts rather than in ways that are superficial or oversimplified.
● TT.AB.J.15: Students will identify figures, groups, events and a variety of strategies and philosophies relevant to the history of social justice around the world.
● ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
● ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

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<td>*harmony in songs of two and three parts</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>expressively to conductor’s cues</td>
<td>Respond</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>singing skills using a singing voice and match pitch in an appropriate range</td>
<td>Demonstrate</td>
<td>Analyze</td>
<td>3</td>
</tr>
<tr>
<td>appropriate singing posture, breath support, and diction</td>
<td>Demonstrate</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>vocal techniques required for expressive performance of varied literature</td>
<td>Apply</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement</td>
<td>Demonstrate</td>
<td>Evaluate</td>
<td>4</td>
</tr>
<tr>
<td>standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above</td>
<td>Perform</td>
<td>Apply</td>
<td>2</td>
</tr>
<tr>
<td>the importance of group participation, perseverance, and commitment in musical and nonmusical settings.</td>
<td>Explain</td>
<td>Understand</td>
<td>2</td>
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</table>

**Essential Questions:**
1. How does a student determine the difference between a musically effective and a non-effective choral or vocal performance?
2. How does a student display proficient vocal/choral performance technique?
3. How does a student perform aesthetically effective choral literature?
Enduring Understanding/Big Ideas:

1. Through evaluative listening activities, students will be able to discern, describe and identify musically effective performances.
2. Through supported breath, healthy body alignment/posture, proper vocal placement, and vowel modification a student will perform with acceptable vocal/choral performance technique.
3. An aesthetically pleasing choral performance will effectively display ensemble cohesion through choral elements such as, balance and blend, rhythm and note accuracy, clear diction, correction intonation, and appropriate etiquette on and off stage.

Unit Vocabulary:

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</thead>
<tbody>
<tr>
<td>p for piano</td>
<td>p for piano</td>
</tr>
<tr>
<td>f for forte</td>
<td>f for forte</td>
</tr>
<tr>
<td>mp for mezzo piano</td>
<td>mp for mezzo piano</td>
</tr>
<tr>
<td>mf for mezzo forte</td>
<td>mf for mezzo forte</td>
</tr>
<tr>
<td>pp for pianissimo</td>
<td>pp for pianissimo</td>
</tr>
<tr>
<td>ff for fortissimo</td>
<td>ff for fortissimo</td>
</tr>
<tr>
<td>cresc or &lt; for crescendo</td>
<td>cresc or &lt; for crescendo</td>
</tr>
<tr>
<td>decres or&gt; for decrescendo</td>
<td>decres or&gt; for decrescendo</td>
</tr>
<tr>
<td>dim for diminuendo</td>
<td>dim for diminuendo</td>
</tr>
<tr>
<td>accelerando</td>
<td>accelerando</td>
</tr>
<tr>
<td>ritardando</td>
<td>ritardando</td>
</tr>
<tr>
<td>allegro</td>
<td>allegro</td>
</tr>
<tr>
<td>moderato</td>
<td>moderato</td>
</tr>
<tr>
<td>andante</td>
<td>andante</td>
</tr>
<tr>
<td>Largo</td>
<td>Largo</td>
</tr>
<tr>
<td>a tempo</td>
<td>a tempo</td>
</tr>
<tr>
<td>Accent</td>
<td>Accent</td>
</tr>
<tr>
<td>Fermata</td>
<td>Fermata</td>
</tr>
<tr>
<td>Ties</td>
<td>Ties</td>
</tr>
<tr>
<td>Slurs</td>
<td>Slurs</td>
</tr>
<tr>
<td>Staccato</td>
<td>Staccato</td>
</tr>
<tr>
<td>Legato</td>
<td>Legato</td>
</tr>
<tr>
<td>sharp</td>
<td>sharp</td>
</tr>
<tr>
<td>flat</td>
<td>flat</td>
</tr>
<tr>
<td>natural sign</td>
<td>natural sign</td>
</tr>
<tr>
<td>whole note/rest</td>
<td>whole note/rest</td>
</tr>
<tr>
<td>quarter note/rest</td>
<td>quarter note/rest</td>
</tr>
<tr>
<td>half note/rest</td>
<td>half note/rest</td>
</tr>
<tr>
<td>eighth-note pairs</td>
<td>eighth-note pairs</td>
</tr>
<tr>
<td>dotted half note</td>
<td>dotted half note</td>
</tr>
</tbody>
</table>
sixteenth notes
dotted quarter followed by eighth
dotted quarter note/rest
syncopation
A cappella
DC
DS
Coda
Fine
Balance
Blend
Round
Chord
Common/Cut Time
Soprano
Alto
Tenor
Bass
Falsetto
Head Voice
Unison
Harmony
Intonation
Measure
Barline
Time signature
Range
Timbre
Body alignment/posture
Chromatic
Diction
Phrase
Tempo
Key Signature
Composer/Arranger/Lyrics
Treble/Bass Clef
Harmony/Melody
Music Staff
Engaging Experience 1
Title: Singing Skills
Suggested Length of Time: Ongoing

Standards Addressed

Priority:

- EP1A6-8b Vocal and Instrumental Performance Classes: Perform standard rhythmic notation in 2/4, ¾, 4/4 and 6/8 meter signature with bar lines using all rhythm and note values above
- PP1E6-8a General Music Classes: Demonstrate characteristic timbre, dynamics and rhythmic accuracy in time while singing in an ensemble
- PP1A6-8b Demonstrate singing skills using a singing voice and match pitch in an appropriate range
- PP1D6-8b Vocal Performance Classes: Perform *harmony in songs of two and three parts
- PP1E6-8b Respond expressively to conductor’s cues
- PP1A6-8c Demonstrate appropriate singing posture, breath support, and diction

Supporting:

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Through supported breath, healthy body alignment/posture, proper vocal placement, and vowel modification a student will perform with acceptable vocal/choral performance technique.

Bloom’s Levels: Apply
Webb’s DOK: 2
Topic 2: Performance Etiquette

Engaging Experience 1
Title: Performance Etiquette
Suggested Length of Time: Ongoing

Standards Addressed
Priority:
- IC1B6-8b Explain the importance of group participation, perseverance, and commitment in musical and nonmusical settings.

Detailed Description/Instructions:
Students will apply appropriate performance etiquette in class, as well as performance (on and off stage).

Bloom’s Levels: Apply
Webb’s DOK: 2
Engaging Experience 1
Title: Self Reflection
Suggested Length of Time: Ongoing

Standards Addressed

Priority:
- AP2B6-8b Vocal and Instrumental Performance Classes: Demonstrate the ability to distinguish between quality and non-quality performance through listening, performing, self-assessment, and offer suggestions for improvement

Supporting:
- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- ISTE - CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

Detailed Description/Instructions: Students will reflect, evaluate, and self-assess a music performance.

Bloom’s Levels: Evaluate

Webb’s DOK: 3
**Engaging Scenario**

(An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

The ensemble's culminating activity will be a public choral performance. This performance will demonstrate application of learned performance techniques. Each student will complete a post-concert evaluation of their ensemble’s performance.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing Skills</td>
<td>Singing Skills</td>
<td>Through supported breath, healthy body alignment/posture, proper vocal placement, and vowel modification a student will perform with acceptable vocal/choral performance technique.</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Performance Etiquette</td>
<td>Performance Etiquette</td>
<td>Students will apply appropriate performance etiquette in class, as well as performance (on and off stage).</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Self-Reflection</td>
<td>Self-Reflection</td>
<td>Students will reflect, evaluate, and self-assess a music performance.</td>
<td>Ongoing</td>
</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.