



Park Hill School District

Building Successful Futures • Each Student • Every Day

High School Chamber Singers/South Boulevard Curriculum

Course Description: Students are selected by audition in the spring of the previous year. Members must demonstrate a high degree of proficiency in sight reading; pitch memory, recognition of basic musical notation, tone quality, breath control, interval recognition, and ability to maintain an independent part. This ensemble will perform throughout the community representing the Park Hill School District. The entire spectrum of choral music is covered at an advanced level of difficulty. Participation in all performances is required. This course may be repeated for additional credits.

Scope and Sequence:

Timeframe	Unit	Instructional Topics
On-going	Advanced Music Notation and Sight Reading	Topic 1: Notation - Rhythmic & Melodic Topic 2: Sight-Reading
On-going	Advanced Musical Expression	Topic 1: Musical Expression Topic 2: Musical Interpretation/Style Topic 3: Musical Expression Listening Activities
On-going	Advanced Performance Techniques	Topic 1: Fundamental Performance Techniques Topic 2: Musical Effect

Curriculum Revision Tracking

Fall, 2019

- Aligned all units to the new Missouri Learning Standards for Fine Arts

Unit 1: Advanced Music Notation and Sight Reading

Subject: Chamber Choir

Grade: PHHS 10-12; PHS 11-12

Name of Unit: Advanced Music Notation and Sight Reading

Length of Unit: On-going

Overview of Unit: The student will engage in a variety of activities that will build upon the student's basic knowledge of standard music notation including note duration and pitch, rhythm, scales, and key signatures. With this knowledge, the student will demonstrate an advanced ability to sing music examples at sight, which increase in difficulty as the course progresses.

Priority Standards for unit:

- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
how the structure and context impact and inform prepared and improvised performances	Examine	Evaluate	3
how the structure and context impact and inform prepared and improvised performances	Evaluate	Evaluate	3
how the structure and context impact and inform prepared and improvised performances	Critique	Evaluate	3

Essential Questions:

1. How is music represented in written form?
2. How is tonality represented in written form?
3. How is music transferred from written form to performance?
4. How does specific music terminology assist the student in the comprehension of music theory?

Enduring Understanding/Big Ideas:

1. Music uses a symbolic notation of notes and rests on staves to indicate duration and pitch of sound.
2. Music tonality is created through combinations of whole & half steps which create scale patterns (i.e. major & minor) and can be represented by key signatures.
3. Aural and written skills will be acquired through progressively more difficult sight singing practice.

4. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> ○ <i>p</i> for <i>piano</i> ○ <i>f</i> for <i>forte</i> ○ <i>mp</i> for <i>mezzo piano</i> ○ <i>mf</i> for <i>mezzo forte</i> ○ <i>pp</i> for <i>pianissimo</i> ○ <i>ff</i> for <i>fortissimo</i> ○ <i>cresc</i> or <i><</i> for <i>crescendo</i> ○ <i>decrec</i> or <i>></i> for <i>decrescendo</i> ○ <i>dim</i> for <i>diminuendo</i> ○ <i>accelerando</i> ○ <i>ritardando</i> ○ <i>allegro</i> ○ <i>moderato</i> ○ <i>andante</i> ○ <i>Largo</i> ○ <i>a tempo</i> ○ <i>Accent</i> ○ <i>Fermata</i> ○ Ties ○ Slurs ○ <i>Staccato</i> ○ <i>Legato</i> ○ sharp ○ flat ○ natural sign ○ whole note/rest ○ quarter note/rest ○ half note/rest ○ eighth-note pairs ○ dotted half note ○ sixteenth notes ○ dotted quarter followed by eighth ○ dotted quarter note/rest

	<ul style="list-style-type: none"> ○ 3 eighth notes beamed together in 6/8 ○ syncopation ○ Cadence ○ Art Song ○ A cappella ○ <i>DC/Fine</i> ○ <i>DS al coda/Fine</i> ○ Balance ○ Blend ○ Canon ○ Round ○ Chord ○ Common Time ○ Soprano ○ Alto ○ Tenor ○ Bass ○ Divisi ○ Falsetto ○ Head Voice ○ unison ○ Harmony ○ Intonation ○ Measure ○ Barline ○ Time signature ○ Meter - simple ○ Meter - compound ○ Diatonic intervals ○ Chromatic ○ Range ○ Tessitura ○ Timbre ○ Tutti ○ Melisma ○ Strophic ○ Through-composed ○ Consonance ○ Dissonance
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	<ul style="list-style-type: none"> ○ Larynx ○ Resonance ○ Vibrato ○ Body alignment/posture ○ Palette - soft/hard ○ Passaggio
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Topic 1: Notation - Rhythmic & Melodic

Engaging Experience 1

Title: Rhythm

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

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

Bloom's Levels: Understand

Webb's DOK: 1

Engaging Experience 2

Title: Clefs and pitches

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Detailed Description/Instructions: Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.

Bloom's Levels: Understand

Webb's DOK: 2

Topic 2: Sight-Reading

Engaging Experience 1

Title: Sight-Reading

Suggested Length of Time: 2 blocks (and reinforced throughout unit)

Standards Addressed:

Priority:

- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.

Detailed Description/Instructions: Through a variety of daily sight-reading exercises, the student will progress from basic stepwise examples to those with skips and interval jumps in at least two to four voice parts working towards independence.

Bloom's Levels: Apply

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 ensemble's culminating activity will be an adjudicated sight-reading performance of 4 part music that will take place either in the rehearsal classroom or at MSHSAA State Large Ensemble Festival.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Notation - Rhythmic & Melodic	Rhythm	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent rhythm.	2 blocks (and reinforced throughout unit)
Notation - Rhythmic & Melodic	Clefs and pitches	Through a variety of visual and aural examples, students will understand the standard music symbols used to represent pitch and its utilization on specific clefs.	2 blocks (and reinforced throughout unit)
Sight-Reading	Sight-Reading	Through a variety of daily sight-reading exercises, the student will progress from basic stepwise examples to those with skips and interval jumps in at least two to four voice parts working towards independence.	2 blocks (and reinforced throughout unit)

Unit 2: Advanced Musical Expression

Subject: Chamber Choir

Grade: PHHS 10-12; PHS 11-12

Name of Unit: Advanced Musical Expression

Length of Unit: On-going

Overview of Unit: The student will engage in a variety of activities that will teach them to understand and apply advanced 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:

- MU:Re7B.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
- MU:Re.8A.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
- MU:Pr4A.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
- MU:Pr4C.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.
- MU:Pr5A.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Supporting Standards for unit:

- MU:Cn11A.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.
- Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision making, research, and understanding of contexts.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
How the analysis of structures, contexts, and performance decisions inform the response to music	Demonstrate	Apply	3
How the analysis of structures, contexts, and performance decisions inform the response to music	Justify	Evaluate	3
interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms	Justify	Evaluate	3
criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance	Develop	Apply	3
criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance	Apply	Apply	3
how the structure and context impact and inform prepared and improvised performances	Examine	Evaluate	3
how the structure and context impact and inform prepared and improvised performances	Evaluate	Evaluate	3
how the structure and context impact and inform prepared and improvised performances	Critique	Evaluate	3
how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience	Demonstrate	Apply	3
appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	Develop	Create	3

appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	Apply	Apply	3
appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music	Refine	Analyze	3

Essential Questions:

1. How is musical expression best realized in a choral setting?
2. How does specific music terminology assist the student in the comprehension of vocal and choral music?
3. How does a student determine the difference between a musically effective and a non-effective choral or vocal performance?

Enduring Understanding/Big Ideas:

1. Through interpretation of articulations, phrasing, and dynamics, the students will produce musically effective performances.
2. Terms pertaining to intervals, scales, rhythm and meter, texture, and musical performance combine to become the foundation of understanding the language of choral music.
3. Through evaluative listening activities, students will be able to discern, describe and identify musically effective performances.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> ○ <i>p</i> for <i>piano</i> ○ <i>f</i> for <i>forte</i> ○ <i>mp</i> for <i>mezzo piano</i> ○ <i>mf</i> for <i>mezzo forte</i> ○ <i>pp</i> for <i>pianissimo</i> ○ <i>ff</i> for <i>fortissimo</i> ○ <i>cresc</i> or <i><</i> for <i>crescendo</i> ○ <i>decres</i> or <i>></i> for <i>decrescendo</i> ○ <i>dim</i> for <i>diminuendo</i> ○ <i>accelerando</i> ○ <i>ritardando</i> ○ <i>allegro</i> ○ <i>moderato</i> ○ <i>andante</i> ○ <i>Largo</i>

	<ul style="list-style-type: none"> ○ <i>a tempo</i> ○ <i>Accent</i> ○ <i>Fermata</i> ○ Ties ○ Slurs ○ <i>Staccato</i> ○ <i>Legato</i> ○ sharp ○ flat ○ natural sign ○ whole note/rest ○ quarter note/rest ○ half note/rest ○ eighth-note pairs ○ dotted half note ○ sixteenth notes ○ dotted quarter followed by eighth ○ dotted quarter note/rest ○ 3 eighth notes beamed together in 6/8 ○ syncopation ○ Cadence ○ Art Song ○ A cappella ○ <i>DC/Fine</i> ○ <i>DS al coda/Fine</i> ○ Balance ○ Blend ○ Canon ○ Round ○ Chord ○ Common Time ○ Soprano ○ Alto ○ Tenor ○ Bass ○ Divisi ○ Falsetto ○ Head Voice
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	<ul style="list-style-type: none"> ○ unison ○ Harmony ○ Intonation ○ Measure ○ Barline ○ Time signature ○ Meter - simple ○ Meter - compound ○ Diatonic intervals ○ Chromatic ○ Range ○ Tessitura ○ Timbre ○ Tutti ○ Melisma ○ Strophic ○ Through-composed ○ Consonance ○ Dissonance ○ Larynx ○ Resonance ○ Vibrato ○ Body alignment/posture ○ Palette - soft/hard ○ Passaggio
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Topic 1: Musical Expression

Engaging Experience 1

Title: Expressive Techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Re7B.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
- MU:Re.8A.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
- MU:Pr4A.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
- MU:Pr4C.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Supporting:

- MU:Cn11A.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.

Bloom's Levels: Understand

Webb's DOK: Level 2

Topic 2: Musical Interpretation/Style

Engaging Experience 1

Title: Interpretation Techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Re7B.E.IIIa Demonstrate and justify how the analysis of structures, contexts, and performance decisions inform the response to music.
- MU:Re.8A.E.IIIa Justify interpretations of the expressive intent and meaning of musical works by comparing and synthesizing varied researched sources, including reference to other art forms.
- MU:Pr4A.E.IIIa Develop and apply criteria to select varied programs to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance
- MU:Pr4B.E.IIIa Examine, evaluate, and critique, using music reading skills where appropriate, how the structure and context impact and inform prepared and improvised performances.
- MU:Pr4C.E.IIIa Demonstrate how understanding the style, genre, and context of a varied repertoire of music informs prepared and improvised performances as well as performers' technical skill to connect with the audience.

Supporting:

- MU:Cn11A.E.IIIa Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

Detailed Description/Instructions: Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.

Bloom's Levels: Apply

Webb's DOK: Level 4

Topic 3: Musical Expression Listening Activities

Engaging Experience 1

Title: Listening Activities

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr5A.E.IIIa Develop, apply, and refine appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music.

Supporting:

- MU:Re9A.E. IIIa Develop and justify evaluations of music, programs of music, and performances based on criteria, personal decision making, research, and understanding of contexts.

Detailed Description/Instructions: A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting. The ensemble will analyze and evaluate choral performances and make appropriate choices to improve the musical expressive qualities of the ensemble.

Bloom's Levels: Analyze

Webb's DOK: Level 4

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 ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble's performance in regards to dynamics, musical phrasing, articulation, and rhythm/note accuracy.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Musical Expression	Expressive Techniques	Through a variety of listening activities, rehearsal techniques, and class discussions, the student will learn terminology and techniques including dynamics, musical phrasing, articulation, and rhythm/note accuracy.	On-going
Musical Interpretation/ Style	Interpretation Techniques	Through a variety of listening activities, rehearsal techniques, and class discussions, the student will demonstrate an understanding of appropriate stylistic interpretation for a variety of genres and historical periods.	On-going
Musical Expression Listening Activities	Listening Activities	A variety of listening activities will be used to develop musically expressive skills in the daily rehearsal. Activities will specifically include guided listening and analysis of recorded examples as well as focused listening of other sections in the rehearsal setting. The ensemble will analyze and evaluate choral performances and make appropriate choices to improve the musical expressive qualities of the ensemble.	On-going

Unit 3: Advanced Performance Techniques

Subject: Chamber Choir

Grade: PHHS 10-12; PHS 11-12

Name of Unit: Advanced Performance Techniques

Length of Unit: On-going

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

Priority Standards for unit:

- MU:Pr6A.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- MU:Pr6A.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles	Demonstrate	Apply	3
an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances	Demonstrate	Apply	3

Essential Questions:

1. What constitutes proficient vocal/choral performance technique?
2. What constitutes an aesthetically effective choral performance?

Enduring Understanding/Big Ideas:

1. Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with acceptable vocal/choral performance technique.

2. An aesthetically pleasing choral performance will effectively display ensemble cohesion through choral elements such as, balance and blend, rhythm and note accuracy, clear diction, correct intonation, and appropriate stage presence.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
	<ul style="list-style-type: none"> ○ <i>p</i> for <i>piano</i> ○ <i>f</i> for <i>forte</i> ○ <i>mp</i> for <i>mezzo piano</i> ○ <i>mf</i> for <i>mezzo forte</i> ○ <i>pp</i> for <i>pianissimo</i> ○ <i>ff</i> for <i>fortissimo</i> ○ <i>cresc</i> or <i><</i> for <i>crescendo</i> ○ <i>decrec</i> or <i>></i> for <i>decrescendo</i> ○ <i>dim</i> for <i>diminuendo</i> ○ <i>accelerando</i> ○ <i>ritardando</i> ○ <i>allegro</i> ○ <i>moderato</i> ○ <i>andante</i> ○ <i>Largo</i> ○ <i>a tempo</i> ○ <i>Accent</i> ○ <i>Fermata</i> ○ Ties ○ Slurs ○ <i>Staccato</i> ○ <i>Legato</i> ○ sharp ○ flat ○ natural sign ○ whole note/rest ○ quarter note/rest ○ half note/rest ○ eighth-note pairs ○ dotted half note ○ sixteenth notes ○ dotted quarter followed by eighth

	<ul style="list-style-type: none"> ○ dotted quarter note/rest ○ 3 eighth notes beamed together in 6/8 ○ syncopation ○ Cadence ○ Art Song ○ A cappella ○ <i>DC/Fine</i> ○ <i>DS al coda/Fine</i> ○ Balance ○ Blend ○ Canon ○ Round ○ Chord ○ Common Time ○ Soprano ○ Alto ○ Tenor ○ Bass ○ Divisi ○ Falsetto ○ Head Voice ○ unison ○ Harmony ○ Intonation ○ Measure ○ Barline ○ Time signature ○ Meter - simple ○ Meter - compound ○ Diatonic intervals ○ Chromatic ○ Range ○ Tessitura ○ Timbre ○ Tutti ○ Melisma ○ Strophic ○ Through-composed ○ Consonance
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	<ul style="list-style-type: none"> ○ Dissonance ○ Larynx ○ Resonance ○ Vibrato ○ Body alignment/posture ○ Palette - soft/hard ○ Passaggio
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Topic 1: Fundamental Performance Techniques

Engaging Experience 1

Title: Performance techniques

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr6A.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- MU:Pr6A.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

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

Bloom's Levels: Apply

Webb's DOK: Level 4

Topic 2: Musical Effect

Engaging Experience 1

Title: Ensemble Performance Expectations

Suggested Length of Time: On-going

Standards Addressed

Priority:

- MU:Pr6A.E.IIIa Demonstrate an understanding and mastery of the technical demands and expressive qualities of the music through prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods in multiple types of ensembles.
- MU:Pr6A.E.IIIb Demonstrate an ability to connect with audience members before and during the process of engaging with and responding to them through prepared and improvised performances.

Detailed Description/Instructions: The student will incorporate, and demonstrate at an advanced level the mastery of the key elements of performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.

Bloom's Levels: Create

Webb's DOK: Level 4

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 ensemble's culminating activity will be public choral performances on a quarterly basis. Each student will complete a post-concert evaluation of their ensemble's performance in regards to fundamental performance techniques, and musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence.

Summary of Engaging Learning Experiences for Topics

Topic	Engaging Experience Title	Description	Suggested Length of Time
Fundamental Performance Techniques	Performance techniques	Through supported, low breath, healthy body alignment/posture, proper vocal placement, vowel modification a student will perform with advanced vocal/choral performance technique.	On-going
Musical Effect	Ensemble Performance Expectations	The student will incorporate, and demonstrate at an advanced level the mastery of the key elements of performance techniques, and all elements of musical effect which include ensemble balance and blend, precision, stylistic interpretation, and appropriate stage presence during performances.	On-going

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.