

Chorus Pacing Guide

Course: Chorus

Grade: 7 and 8

<u>Months/Days</u>	<u>UNITS</u>	<u>STANDARDS</u>	<u>CONTENT</u> Topics being covered? What do students need to know? (<i>nouns</i>)	<u>ACTIVITIES</u> w/Integration of Technology & Career Ready Practices	<u>ASSESSMENTS</u> What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered?
September-June	Vocal Technique	<p>Refining and completing products.</p> <p>Selecting, analyzing and interpreting work.</p> <p>Developing and refining techniques and models or steps needed to create products.</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.</p> <p>Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal</p>	<p>Breathing</p> <p>Posture</p> <p>Phrasing</p> <p>Tempo</p> <p>Diction</p> <p>Vocal Health</p> <p>Range</p> <p>Vowel shaping</p> <p>Consonant beginnings and endings</p>	<p>Warm ups</p> <p>Singing</p> <p>Discussion</p> <p>Video</p> <p>Worksheets</p> <p>Chromebook</p> <p>Promethean Board</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>MPA</p>

		<p>design in the music, context, and the technical skill of the individual and ensemble.</p> <p>Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.</p> <p>Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Demonstrate, using music</p>			
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		<p>reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or improvised performances.</p> <p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p>			
November-December and April-June	Application to Music	<p>Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>Generating and conceptualizing ideas.</p> <p>Organizing and developing ideas.</p> <p>Perceiving and analyzing products.</p> <p>Synthesizing and relating knowledge and personal experiences to create products.</p> <p>Demonstrate</p>	<p>Application of warm ups in concert music.</p> <p>Applying warm up technique to concert music.</p>	<p>Drawing parallels through discussion and singing both warm ups and the concert music.</p>	<p>Formative: Singing evaluations Discussion Thumbs up/down Worksheets</p> <p>Summative: MPA</p>

		<p>understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Compose and improvise ideas and motives for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p>			
September-June	Critique	<p>Refining and completing products</p> <p>Developing and refining techniques and models or steps needed to create products.</p>	<p>Verbal Critique</p> <p>Written Critique</p> <p>What did you do well</p> <p>What would you change if you had a "do over."</p> <p>Self critique</p> <p>Critique of others</p> <p>Performance Friday</p>	<p>Daily Thumbs up/down</p> <p>If you had a do over (self evaluation)</p> <p>What did you do well (self evaluation)</p> <p>Discussion</p> <p>Written evaluations</p> <p>Chromebook</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>Written evaluations</p>

		<p>Conveying meaning through art.</p> <p>Interpreting intent and meaning.</p> <p>Applying criteria to evaluate products.</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and collaboratively developed criteria.</p> <p>Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances.</p>			
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		<p>Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts and the setting of the text (when appropriate).</p> <p>Explain the influence of experiences, analysis and context on interest in and evaluation of music.</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.</p> <p>Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>			
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		<p>Demonstrate an awareness of the context of the music through prepared and improvised performances.</p> <p>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts and the setting of the text (when appropriate).</p> <p>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.</p>			
September-June	Notation	<p>Organizing and developing ideas.</p> <p>Refining and completing products</p> <p>Select and develop draft melodies and rhythmic passages that demonstrate understanding of music or text(s) studied in rehearsal.</p> <p>Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>	<p>Codas and repeats</p> <p>Form</p> <p>Kodaly Hand Signs</p> <p>Measure markings</p> <p>Rhythmic counting</p> <p>Solfedge syllables</p> <p>Notes and Rests</p> <p>The Staff</p> <p>Lines and Spaces</p> <p>Ties and Slurs</p>	<p>Discussion</p> <p>Worksheets</p> <p>Noteflight</p> <p>Notation websites</p> <p>Chromebook</p> <p>Promethean Board</p> <p>Kahoot</p> <p>Gimkit</p> <p>Google Classroom</p> <p>Google Forms</p> <p>Quizlet</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>MPA</p> <p>Understanding of characteristic(s) of</p>

		<p>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p>			
November-December and April-June	Performance Technique	<p>Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.</p> <p>Refining and completing products.</p> <p>Developing and refining techniques and models or steps needed to create products.</p> <p>Conveying meaning through art.</p> <p>Demonstrate understanding of relationships between music and daily life.</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and</p>	<p>Ability to perform music following the written music and its expressive elements</p> <p>Ability to perform music that is appropriate to its style and genre</p> <p>Concert Etiquette</p> <p>Movement with music</p> <p>Perform a variety of notation formats</p> <p>Solo and group performances.</p>	<p>Discussion</p> <p>Modeling</p> <p>Video</p> <p>Worksheet</p> <p>Google Classroom</p> <p>Chromebook</p> <p>Promethean Board</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>Concert</p> <p>MPA 4</p>

		<p>collaboratively developed criteria.</p> <p>Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p> <p>Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances.</p> <p>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied</p>			
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		<p>repertoire of music representing diverse cultures and styles.</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances.</p> <p>Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.</p> <p>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised</p>			
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		performances of a varied repertoire of music.			
		Demonstrate an awareness of the context of the music through prepared and improvised performances.			
September-June	Sight Singing	<p>Refining and completing products.</p> <p>Selecting, analyzing and interpreting work.</p> <p>Conveying meaning through art.</p> <p>Share personally developed melodies and rhythmic passages (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Select varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.</p> <p>Demonstrate, using music reading skills (where appropriate), how the setting and formal characteristics of musical works contribute to understanding the context of the music in</p>	<p>Kodaly Hand Signs</p> <p>Echo clapping</p> <p>Dictation</p> <p>Rhythmic Counting</p> <p>Sight singing warm ups</p> <p>Solfedge syllables</p>	<p>Notation worksheets</p> <p>Solfedge explanations</p> <p>Discussion</p> <p>Following hand signs</p> <p>Warm up and cool down activities</p> <p>Chromebook</p> <p>Sight singing websites</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>Performance assessment</p>

		<p>prepared or improvised performances.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles.</p> <p>Evaluate and refine draft compositions and improvisations based on knowledge, skill and teacher-provided criteria.</p> <p>Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.</p> <p>Demonstrate, using music reading skills (where appropriate) how knowledge of formal aspects in musical works inform prepared or</p>			
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		<p>improvised performances.</p> <p>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>			
September-June	Stylistic Terminology and Considerations	<p>Organizing and developing ideas.</p> <p>Developing and refining techniques and models or steps needed to create products.</p> <p>Perceiving and analyzing products.</p> <p>Interpreting intent and meaning.</p> <p>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal.</p> <p>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.</p> <p>Explain the reasons for selecting music citing characteristics found in the music and connections to interest, purpose and context.</p>	<p>Markings in music</p> <p>Dynamics</p> <p>Rehearse and analyze</p> <p>Repeats/Codas</p> <p>Ties and slurs</p> <p>Counting</p> <p>Phrasing</p> <p>Diction</p>	<p>Choral Octavios</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Find it in the music activities</p> <p>Noteflight</p> <p>Google Classroom</p> <p>Google Forms</p> <p>Noteflight</p> <p>Other notation websites</p> <p>Chromebook</p>	<p>Formative:</p> <p>Singing evaluations</p> <p>Discussion</p> <p>Thumbs up/down</p> <p>Worksheets</p> <p>Summative:</p> <p>MPA</p> <p>Concert</p>

		<p>Describe how understanding context and the way the elements of music are manipulated inform the response to music.</p> <p>Share personally developed melodic and rhythmic ideas or motives (individually or as an ensemble) that demonstrate understanding of characteristics of music or texts studied in rehearsal.</p> <p>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.</p> <p>Identify how knowledge of context and the use of repetition, similarities and contrasts inform the response to music.</p> <p>To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.</p>			

