

Middle School Vocal Scope & Sequence

Days	Musical Concepts	Standard(s)/Outcome(s)	Essential/Guiding Questions
Ongoing	Posture	Students will <ul style="list-style-type: none"> ● demonstrate appropriate sitting and standing singing postures ● recognize why appropriate posture is important in production of vocal sound 	How do musicians improve the quality of their performance?
Ongoing	Breathing	Students will <ul style="list-style-type: none"> ● consistently demonstrate correct breathing technique 	How do musicians improve the quality of their performance?
Ongoing	Intonation	Students will <ul style="list-style-type: none"> ● maintain appropriate pitch ● recognize accuracy of pitch individually and collectively ● sing with unified vowels 	How do musicians improve the quality of their performance?
Ongoing	Tone Quality	Students will <ul style="list-style-type: none"> ● demonstrate use of head voice, stylistically appropriate for age and maturity of singers ● produce a resonant, focused tone 	How do musicians improve the quality of their performance?
Ongoing	Diction	Students will <ul style="list-style-type: none"> ● demonstrate clarity of consonants ● demonstrate purity of vowels 	How do musicians improve the quality of their performance?

Ongoing	Balance and Blend	<p>Students will</p> <ul style="list-style-type: none"> ● maintain vocal blend within their section ● maintain vocal balance throughout the ensemble 	How do musicians improve the quality of their performance?
Ongoing	Musical Expression & Interpretation	<p>Students will</p> <ul style="list-style-type: none"> ● demonstrate appropriate stylistic expression ● demonstrate musical phrasing ● demonstrate appropriate tempi and dynamics ● demonstrate artistic connection to the repertoire ● demonstrate energy and vitality in rehearsal and performance 	<p>How do musicians improve the quality of their performance? When is creative work ready to share? When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?</p>
Ongoing	Stage Presence	<p>Students will</p> <ul style="list-style-type: none"> ● demonstrate uniform and proper ensemble attire during any performance setting ● recognize the importance of uniformity in both entering and exiting a performance stage ● maintain proper facial expressions, body control, posture, and attentiveness during ensemble performances 	How do musicians improve the quality of their performance?
Ongoing	Music Terminology	<p>Students will</p> <ul style="list-style-type: none"> ● identify and comprehend music symbols and notation ● apply their understanding of music symbols and notation 	How does understanding the structure and context of musical works inform performance?

		found in choral repertoire to their performance.	
Ongoing	Sight Reading-Rhythmic	<p>Students will</p> <ul style="list-style-type: none"> ● perform rhythm examples within the appropriate level ● sight read rhythm examples within the appropriate level 	How does understanding the structure and context of musical works inform performance?
Ongoing	Sight Reading-Melodic	<p>Students will</p> <ul style="list-style-type: none"> ● sight read melodies and phrases while singing correct pitches ● sight read melodies and phrases in multiple parts appropriate to their assigned level 	How does understanding the structure and context of musical works inform performance?
Ongoing	Performance Evaluation	<p>Students will</p> <ul style="list-style-type: none"> ● critique personal musical performance and its relationship to the full ensemble sound ● evaluate recorded and live performances of individual voices and/or ensembles using established criteria to make qualitative judgments 	How do we judge the quality of musical work(s) and performance(s)?
Ongoing	Societal, Cultural, and Historical	<p>Students will:</p> <ul style="list-style-type: none"> ● approach content with an understanding and appreciation of societal, cultural, and historical context ● understand music as an essential 	How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

		aspect of the human experience	
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