



North Polk Community Schools Pacing & Course Description Guide



Grade Level: 9-12

Content: Choral Music Ensembles

Year:

Course Description/Rationale

Students in chorus learn, practice, develop, and demonstrate skills learned throughout the year. As students progress throughout each semester, they are expected to grow and build upon previous learning.

Some standard are pulled directly from the National Arts Standards or Iowa Traditional and Emerging Ensembles Standards available [HERE](#).

Others have been developed using North Polk Vocal Music Grading Standards, developed by our own North Polk Music Staff, in conjunction with the Iowa Choral Director's Association. Those standards are available [HERE](#).

Name of Unit	Time Frame	Essential Learning Target	Standard(s)
Performance Unit 1	August, September, October	Demonstrates Body Alignment Students apply classroom learning in solfege, pitch matching, rhythm studies, and group choral techniques to create music for public performances. Demonstrates pitch accuracy.	Sing, using the proper stance, with no visible tension. MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. Beginners(Year 1): Sings with a centered sense of pitch in a limited vocal range for short durations. Developing (Year 2/3): Sings with a centered sense of pitch in a limited

			vocal range. Secure (Year $\frac{3}{4}$):Sings with a centered sense of pitch throughout the range of the voice.
Performance Unit 2	October, November, December	Demonstrates Body Alignment Students apply classroom learning in solfege, pitch matching, rhythm studies, and group choral techniques to create music for public performances. Demonstrates pitch accuracy.	Sing, using the proper stance, with no visible tension. MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. Beginners(Year 1): Sings with a centered sense of pitch in a limited vocal range for short durations. Developing (Year $\frac{2}{3}$): Sings with a centered sense of pitch in a limited vocal range. Secure (Year $\frac{3}{4}$):Sings with a centered sense of pitch throughout the range of the voice.
Performance Unit 3	January, February	Identifies note names Demonstrates Body Alignment	Beginners(Year 1): Identifies treble clef and bass clef note

		Students apply classroom learning in solfege, pitch matching, rhythm studies, and group choral techniques to create music for public performances. Demonstrates pitch accuracy.	names on the staff. Developing (Year $\frac{2}{3}$): Identifies treble and bass clef note names, including ledger lines. Secure (Year $\frac{3}{4}$): Identifies Key Signatures in written exercises and music studied. Sing, using the proper stance, with no visible tension. MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. Beginners (Year 1): Sings with a centered sense of pitch in a limited vocal range for short durations. Developing (Year $\frac{2}{3}$): Sings with a centered sense of pitch in a limited vocal range. Secure (Year $\frac{3}{4}$): Sings with a centered sense of pitch throughout the range of the
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			voice.
Performance Unit 4	March, April, May	Identifies note names Demonstrates Body Alignment Students apply classroom learning in solfege, pitch matching, rhythm studies, and group choral techniques to create music for public performances. Demonstrates pitch accuracy.	Beginners(Year 1): Identifies treble clef and bass clef note names on the staff. Developing (Year $\frac{2}{3}$): Identifies treble and bass clef note names, including ledger lines. Secure (Year $\frac{3}{4}$): Identifies Key Signatures in written exercises and music studied. Sing, using the proper stance, with no visible tension. MU:Cr3.2.C.IIa Share music through the use of notation, solo or group performance, or technology, and demonstrate and describe how the elements of music and compositional techniques have been employed to realize expressive intent. Beginners(Year 1): Sings with a centered sense of pitch in a limited vocal range for short durations. Developing (Year

			²/₃): Sings with a centered sense of pitch in a limited vocal range. Secure (Year ³/₄):Sings with a centered sense of pitch throughout the range of the voice.