

# Mount Pleasant Central School District

## WHS Chorus, Performing Arts



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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
General Musicianship- Rhythm Grade 9-10	Year Long	<ul style="list-style-type: none"> <li>- Review:</li> <li>- 8th Notes</li> <li>- Sixteenth Notes</li> <li>- Quarter Notes</li> <li>- Half Notes</li> <li>- Whole Notes</li> <li>- Dotted Rhythms</li> <li>- 6/8</li> <li>- 12/8</li> <li>- Coda</li> <li>- DC (del capo)</li> <li>- DS (del segno)</li> </ul> <p>New Concepts</p> <ul style="list-style-type: none"> <li>- Triplets</li> <li>- Simple vs. Compound Meters</li> <li>- Duples</li> <li>- Staccato</li> <li>- Marcato</li> <li>- Legato</li> <li>- Syncopation</li> </ul>	<ul style="list-style-type: none"> <li>- Whole notes, Half notes, 8th notes, quarter notes, dotted rhythms, triplets, meters, lines, spaces, treble clef, bass clef, beat, Pianissimo (pp), Fortissimo (ff)</li> </ul>	<p>MU:Cr2.1.E.5a 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>MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p> <p>HS Proficient MU:Cr1.1.E.HSI a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.</p> <p>HS Proficient MU:Cr2.1.E.HSI a. Select from and develop previous ideas to create</p>	<ul style="list-style-type: none"> <li>- Performing and interpreting rhythms with accuracy while maintaining consistent pulse</li> </ul> <p>Ability to subdivide and break down complex rhythms</p> <p>Ability to create rhythmic phrases with correct rhythmic values</p> <p>Ability to understand Time signatures</p>	Identify, analyze, break down, and perform complex rhythms	Accurately perform a rhythmic Sight Reading including Whole, Half, Quarter, Eighth, and sixteenth notes, with ~80% Accuracy, and Perform dotted rhythms and triplets with ~50% Accuracy. Students will perform different articulations and dynamics while maintaining consistent rhythms.

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				contrasting phrases. b. Preserve drafts of creative work through standard notation and recording technology.  HS Proficient MU:Cr3.1.E.HSI a. Evaluate and refine created contrasting phrases, based on feedback and collaboratively developed criteria.  HS Proficient MU:Cr3.2.E.HSI a. Share created contrasting phrases, individually or as an ensemble.			
General Musicianship- Rhythm Grade 11-12	Year long	<ul style="list-style-type: none"> <li>- Review:</li> <li>- Triplets</li> <li>- Simple vs. Compound Meters</li> <li>- Duples</li> <li>- Staccato</li> </ul>	<ul style="list-style-type: none"> <li>- Whole notes, Half notes, 8th notes, quarter notes, dotted rhythms, triplets, meters asymmetrical meters, lines, spaces, treble clef, bass clef, beat, syncopation</li> </ul>	HS Accomplished MU:Cr1.1.E.HSII a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.	<ul style="list-style-type: none"> <li>- Performing and interpreting rhythms with accuracy while maintaining consistent pulse</li> </ul> Ability to subdivide and break down complex rhythms	Identify, analyze, break down, and perform complex rhythms	Accurately perform a rhythmic Sight Reading including Whole, Half, Quarter, Eighth, and sixteenth notes, and Perform dotted rhythms and triplets with

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		<ul style="list-style-type: none"> <li>- Marcato</li> <li>- Legato</li> <li>- Syncopation</li> </ul> <p>New Concepts</p> <ul style="list-style-type: none"> <li>- Asymmetrical meters</li> <li>- Cross Rhythms</li> <li>- Subdivisions</li> </ul>		<p>HS Accomplished MU:Cr2.1.E.HSII</p> <p>a. Select from and develop previous ideas to create complete passages of music.</p> <p>b. Preserve drafts of creative work through standard notation and recording technology.</p> <p>HS Accomplished MU:Cr3.1.E.HSII</p> <p>a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria.</p> <p>HS Accomplished MU:Cr3.2.E.HSII</p> <p>a. Share created musical passages, individually or as an ensemble.</p>	<p>Ability to create rhythmic phrases with correct rhythmic values</p> <p>Ability to understand Time signatures</p>		<p>~80% Accuracy, and perform Syncopated rhythms and passages in compound and asymmetrical meters with ~50% accuracy. Students will perform different articulations and dynamics while maintaining consistent rhythms.</p>

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
General Musicianship- Melodic Grade 9-10	Year Long	<ul style="list-style-type: none"> <li>- Review:</li> <li>- Stepwise patterns</li> <li>- Sol-Mi-Do</li> <li>- Skips of thirds</li> <li>- Lines and Spaces (Bass and Treble)</li> </ul> <p>New Concepts:</p> <ul style="list-style-type: none"> <li>- Minor Scales</li> <li>- Outlining chords</li> <li>- Interval audiation training (DR, DM, DF, DS)</li> <li>- Basslines</li> </ul>	<ul style="list-style-type: none"> <li>- Solfege, major, minor, accidental, chords, thirds, intervals, skips, stepwise, tonality, bassline. I, IV, V, vi, Audiation</li> </ul>	<p>MU:Pr4.2.E.5a Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.f</p> <p>MU:Cr2.1.E.5a 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>MU:Pr5.3.E.5a Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.</p>	<ul style="list-style-type: none"> <li>- Performing and interpreting melodies using solfege with accuracy of pitch and accuracy of solfege syllables while maintaining a consistent pulse</li> </ul>	Identify, analyze, break down, and perform complex melodies using Solfege	Accurately Sight reading a melodic passage using correct solfege words, and maintaining a key center with ~80% Accuracy. Students will be able to perform articulations and dynamics while maintaining a pulse and key center with ~50% accuracy.

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				<p>HS Proficient MU:Cr1.1.E.HSI a. Generate melodic, rhythmic, and timbral ideas for contrasting phrases.</p> <p>HS Proficient MU:Cr2.1.E.HSI a. Select from and develop previous ideas to create contrasting phrases. b. Preserve drafts of creative work through standard notation and recording technology.</p> <p>HS Proficient MU:Cr3.1.E.HSI a. Evaluate and refine created contrasting phrases, based on feedback and collaboratively developed criteria.</p> <p>HS Proficient MU:Cr3.2.E.HSI a. Share created contrasting phrases, individually or as an ensemble.</p>			

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General Musicianship- Melodic Grade 11-12	Year Long	Review: - Stepwise patterns - Sol-Mi-Do - Skips of thirds - Lines and Spaces (Bass and Treble) - Minor Scales -Outlining chords - Basslines  New Concepts: - Different Tonalties - Accidentals - Key Signatures - Interval audiation training (DL, DT, RS, RL, SD, SM)	Solfege, major, minor, accidental, chords, thirds, intervals, skips, stepwise, tonality, bassline. I, IV, V, vi, Accidentals (Le, Fi, Te)	MU:Pr4.2.E.11a Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances.  MU:Cr1.1.E.5a Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.  MU:Pr5.3.E.5a Use self-reflection and peer	Performing and interpreting melodies using solfege with accuracy of pitch and accuracy of solfege syllables while maintaining a consistent pulse, a consistent tonal center, and with correct dynamics and articulations	Identify, analyze, break down, and perform complex melodies using Solfege	Accurately Sight reading a melodic passage using correct solfege words, and maintaining a key center in Major and Minor tonalties, and with accidentals with ~80% accuracy. Students will be able to perform articulations and dynamics while maintaining a pulse and key center with ~50% accuracy.

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				feedback to refine individual and ensemble performances of a varied repertoire of music.  HS Accomplished MU:Cr1.1.E.HSII a. Generate melodic, rhythmic, and timbral ideas for use in a complete passage of music.  HS Accomplished MU:Cr2.1.E.HSII a. Select from and develop previous ideas to create complete passages of music. b. Preserve drafts of creative work through standard notation and recording technology.  HS Accomplished			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				MU:Cr3.1.E.HSII a. Evaluate and refine created musical passages, based on feedback and collaboratively developed criteria.  HS Accomplished MU:Cr3.2.E.HSII a. Share created musical passages, individually or as an ensemble.			
Performing Grade 9-12	Year long	Review: - learn in 2 part context and perform in 3 parts  New Concepts: - Performing in 3 or more parts, up to 8 Perform both harmonic and dissonant intervals - Blending	Soprano, Alto, Tenor, Bass, Partner song, harmony, melody, Dynamics, articulation	MU:Pr4.3.C.HSI a. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intentions.	Performing with intended dynamics and articulations based on the intent of the composer and performer  Performing successfully in multiple parts, while staying consistent on your own part	Realizing artistic ideas and work through interpretation and expression	Winter and Spring Concert: Perform in multiple parts with correct rhythms, notes, dynamics, articulations, while expressing the meaning of the song and blending with the ensemble.

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		- Following conducting movements, cutoffs, and beat patterns		MU:Re7.2.E.8a Describe how understanding context and the way the elements of music are manipulated to inform the response to music.  MU:Re9.1.E.8a Explain the influence of experiences, analysis, and context on interest in and evaluation of music.  HS Proficient MU:Pr4.1.E.HSI a. Select varied repertoire to study (from teacher- or student-provided options) based on music literacy, an understanding of formal design in the music, context, and the technical skill of the individual and ensemble.			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				HS Proficient MU:Pr4.2.E.HSI a. Use standard notation and aural skills to identify how the form and structural aspects of a piece affect and inform its performance.  HS Proficient MU:Pr4.3.E.HSI a. Demonstrate an understanding of context in a varied repertoire of music through prepared and/or improvised performances.			
Vocal Technique Grade 9-10	Year Long	Head Voice, Chest Voice, Mix Voice, Sotto Voce, Singing with a dropped Jaw, Singing with breath Support, Singing from diaphragm, Vowel Shapes, Vowel modification, Navigating through break	Vowels, jaw, register, head voice, chest voice, falsetto, diaphragm, passaggio, break	MU:Pr4.3.E.5a Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.  MU:Pr5.1.E.8a Develop strategies to address	Singing with good tone and proper vocal techniques like raised soft palate, dropped jaw, and lowered diaphragm	Performing with healthy vocal technique, raised soft palate, dropped jaw, and lowered diaphragm.	Producing their sound with healthy vocal technique and good tone

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances.  HS Accomplished MU:Pr4.3.E.HSII a. Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and/or improvised performances, and the performers' ability to connect with the audience.  HS Accomplished MU:Pr4.2.E.HSII a. Demonstrate how compositional devices and			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				structural aspects of musical works may affect performances.  HS Proficient MU:Pr5.1.E.HSI a. Use teacher and student feedback to develop strategies that address expressive challenges to refine performances. b. Identify the need for aural and visual cues.  HS Proficient MU:Pr6.1.E.HSI a. Demonstrate attention to technical accuracy and expressive qualities in prepared and/or improvised performances of varied repertoire.			
Vocal Technique Grade 11-12	Year Long	Head Voice, Chest Voice, Mix Voice, falsetto, Sotto Voce,	Vowels, jaw, register, head voice, chest voice, falsetto,	MU:Pr4.3.E.5a Identify expressive qualities in a	Singing with good tone and proper vocal techniques like	Performing with healthy vocal technique, raised soft palate,	Producing their sound with healthy vocal technique and

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
		Singing with a dropped Jaw, Singing with breath Support, Singing from diaphragm, Vowel Shapes, Vowel modification, Navigating through break	diaphragm, tone, Timbre (bright, dark, open, closed, brassy, woody, sharp, dull), passaggio, break, belt, closed vs open vowels, breath support	<p>varied repertoire of music that can be demonstrated through prepared and improvised performances.</p> <p>MU:Pr5.1.E.8a 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>MU:Pr6.1.E.5a Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music.</p>	<p>raised soft palate, dropped jaw, and lowered diaphragm</p> <p>Ability to switch registers (Head voice vs chest voice) and make informed decisions for when to change registers for different pieces/ranges.</p>	dropped jaw, and lowered diaphragm, navigating different vocal styles, navigating vocal break.	good tone and informed musical decisions. Students will also interpret the musical genre and adjust vocal technique based on demands of the music.

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				HS Accomplished MU:Pr6.1.E.HSII a. Demonstrate mastery of the technical demands and an understanding of the expressive qualities of the music in prepared and/or improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods.  HS Accomplished MU:Pr5.1.E.HSII a. Develop, apply, and evaluate appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music. b. Initiate aural and visual cues.			

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Unit Title	Month	Content	Vocabulary	Standards	Skills	Big Ideas	Assessments
				HS Accomplished MU:Re7.1.E.HSII a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.			
Responding/Connecting Grade 9-12	Year Long	<ul style="list-style-type: none"> <li>- Interpretation of text</li> <li>- Expression</li> <li>- Selecting Music for specific purposes</li> <li>- Reflecting on your own performance</li> <li>- Connecting own personal experience to performance</li> </ul>	Interpret, poems, text, reflection, emotion, expression, Dynamics, Expression	MU:Cn11.0.E.8a Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.  MU:Cn10.0.E.8a Demonstrate how interests,	Perform expressively, with appropriate interpretation and technical accuracy, and in a manner appropriate to the audience and context.  Ability to discuss a variety of pieces and the expressive intent of the composer.	Understanding and evaluating how arts convey meaning	Self Assessment: Assess based on students' own experience with their connection to the music. Students will assess based on categories such as, tone production, expression, performance etiquette, blend, etc.

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				<p>knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.</p> <p>MU:Re7.1.E.8a Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context.</p> <p>HS Accomplished MU:Re7.1.E.HSII a. Apply criteria for selecting music (from teacher- or student- provided options) for a variety of purposes, justifying choices by citing knowledge of the music and the specified purpose and context.</p>	Ability to implement students own values, meanings, and expressions while aligning with the composers expressive intent		

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# Mount Pleasant Central School District

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				HS Accomplished MU:Re7.2.E.HSII a. Explain how the analysis of structures and contexts informs the response to music.  HS Accomplished MU:Re8.1.E.HSII a. Support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text, and research.  HS Accomplished MU:Re9.1.E.HSII a. Evaluate works and performances, based on			

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				research, as well as on personally and collaboratively developed criteria, including analysis and interpretation of the structure and context.			
Cultural Connections 9-12	Year Long	<ul style="list-style-type: none"> <li>- Performing music from multiple different cultures</li> <li>- Singing in multiple languages</li> <li>- Singing in different tonalities</li> </ul>	Modal, language, IPA	MU:Cn11.1.E.HSI a. Develop interpretations of works based on an understanding of the use of elements of music, style, and mood, explaining how the interpretive choices reflect the creators' intentions.  a. Describe the role of music in significant social and historical events.	Investigate ways that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.  Ability to research and discuss music of differing cultures	Understanding that artistic work is influenced by societal, cultural, and historical context and, in turn, how artistic ideas shape cultures past, present, and future.	Students will make a playlist consisting of music from different cultures than their own, and reflect on the differences in tonalities, rhythms, languages, meanings, forms, etc. Students will then share their playlists to other students in order to expose students to multiple cultures of music.

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				<p>b. Investigate how cultural perspectives, community ideas, and individual beliefs affect a musical work.</p> <p>c. Identify and describe the contributions of community organizations that promote music.</p> <p>MU:Pr4.3.E.8a Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances.</p> <p>HS Accomplished MU:Cn10.1.E.HSII</p>			

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				a. Identify and implement ways to use music to serve others, and describe the effect of the experience.  S Accomplished MU:Cn11.1.E.HSII a. Appraise the effect of a musician or a group of musicians on a society, and identify the contributing factors to their ability to have that effect. b. Investigate and explain a specific music vocation and its role in society. c. Apply the understanding of social, cultural, and historical context in developing musical interpretations.			
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