

Marking Period 1 (MPI)	Choir Curriculum Pacing Guide -Grade: 6
<p>MP 1</p> <p>Standards for Choir Content</p>	<ul style="list-style-type: none"> • Pr4 – Select, analyze, and interpret artistic work for presentation Students choose and interpret artistic works by making informed decisions about expression, technique, and style to effectively communicate meaning to an audience. • Pr5 – Develop and refine artistic techniques and work for presentation Students practice, rehearse, evaluate, and refine performance techniques to improve accuracy, expression, and overall quality of artistic work. • Pr6 – Convey meaning through the presentation of artistic work Students present artistic work with technical accuracy and expressive intent to communicate ideas, emotions, and artistic purpose to an audience. • Cr2 – Organize and develop artistic ideas and work Students experiment with techniques, tools, and materials, making purposeful choices to develop and refine artistic ideas into completed works (including vocal technique and expressive decisions in performance-based arts). • Re7 – Perceive and analyze artistic work Students listen to, observe, and examine artistic works to identify elements, techniques, structure, and expressive qualities. • Re9 – Apply criteria to evaluate artistic work Students use appropriate criteria and vocabulary to interpret, evaluate, and respond to artistic performances and compositions. • Cn10 – Synthesize and relate knowledge and personal experiences to artistic work Students connect personal experiences, emotions, and ideas to the creation and interpretation of artistic works. • Cn11 – Relate artistic ideas and works to societal, cultural, and historical context Students examine how artistic works reflect culture, history, community, and social experiences.
<p>MP 1</p> <p>Topics</p>	<p>Proper alignment, diaphragmatic breathing</p> <p>Head voice vs speaking voice, resonance, vowel shaping</p> <p>Echo singing, solfege (do–re–mi), tonal center</p> <p>Quarter, half, whole notes; simple rhythms using syllables</p> <p>Vowel shape, consonant clarity, phrase endings</p> <p>Unison repertoire, simple melodic patterns</p> <p>Adjust dynamics, listening across choir, tone unification</p>

	<p>Cueing, cut-offs, tempo changes, entrances</p> <p>Dynamics, phrasing, emotional communication</p> <p>In-class demonstration, peer reflection, positive feedback</p>
<p>MP 1</p> <p>Skills- Concepts</p>	<ul style="list-style-type: none"> • Vocal Technique & Ensemble Performance: Students develop proper breathing, posture, head voice, resonance, pitch matching, and unison singing while refining and presenting expressive performances (Pr5, Pr6). • Music Literacy & Listening Skills: Students use beginning solfege, read simple rhythms, track pitch direction, and analyze musical elements through active listening and performance (Pr4, Re7). • Musical Expression & Evaluation: Students apply dynamics, phrasing, and expressive intent to convey musical meaning and use criteria to reflect on and evaluate performances (Pr6, Re9). • Cultural Connections & Meaning: Students perform songs from diverse cultures, explore lyrical meaning, connect music to personal experience, and demonstrate respect for cultural traditions (Cn10, Cn11).
<p>MP 1</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Solfege visuals • Rhythm syllable charts • Breathing exercises / posture posters • Choir warm-up sequence • Beginning choral repertoire • Conductor gesture posters • Listening examples of choral singing • Practice tracks if available

Marking Period 2 (MPII)	Choir Curriculum Pacing Guide -Grade: 6
MP 2 Standards for Choir Content	<ul style="list-style-type: none"> • MU:Cr1.1.6-8 Students generate musical ideas using vocal exploration, improvisation, and musical problem-solving. • MU:Cr2.1.6-8 Students develop and refine musical ideas through rehearsal and feedback. • MU:Cr3.1.6-8 Students evaluate and make adjustments to musical works to improve performance. • MU:Pr4.1.6-8 Students demonstrate vocal technique appropriate to middle-level singing and ensemble participation. • MU:Pr5.1.6-8 Students rehearse, evaluate, and refine musical performance through practice. • MU:Pr6.1.6-8 Students perform with appropriate vocal quality, breath support, diction, and expression. • MU:Re7.1.6-8 Students explain how musical elements convey expressive qualities. • MU:Re8.1.6-8 Students interpret expressive intent using musical evidence. • MU:Cn10.1.6-8 Students relate musical ideas to personal experiences, history, and culture. • MU:Cn11.1.6-8 Students connect music to cultural, historical, and world contexts.
MP 2 Topics	<p>Vocal warm-ups and breath support</p> <p>Tone quality and vowel shaping</p> <p>Two-part harmony skills</p> <p>Solfege and pitch accuracy (major scale)</p> <p>Beginning sight-reading strategies</p> <p>Choral blend and ensemble balance</p> <p>Rehearsal etiquette & expressive singing</p> <p>Cultural/historical repertoire</p> <p>Performance preparation</p> <p>In-class sharing/performance</p>
MP 2 Skills- Concepts	<ul style="list-style-type: none"> • Healthy Vocal Technique & Tone Development: Students demonstrate proper posture, breath support, appropriate middle-school voice placement, and controlled tone quality for safe and effective singing • Ensemble Skills & Choral Musicianship: Students develop balance and blend, follow conductor cues, listen across sections, and perform confidently in multiple voice parts.

	<ul style="list-style-type: none"> • Music Literacy & Reading Skills: Students use solfege, begin sight-reading, read rhythms accurately, and apply musical vocabulary to support performance and understanding. • Musical Expression & Cultural Understanding: Students apply dynamics and phrasing for expressive singing while connecting repertoire to cultural and historical context.
<p>MP 2</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Choral octavos (2-part or SAB middle-school selections) • Sight-reading materials • Solfege visuals • Keyboard or digital accompaniment • Audio reference tracks • Performance space (classroom or auditorium)

Marking Period 3 (MP III)	Choir Curriculum Pacing Guide -Grade: 6
MP 3 Standards for Choir Content	<ul style="list-style-type: none"> • MU:Cr1.1.6 Students explore musical ideas through vocal improvisation and experimentation. • MU:Cr2.1.6 Students develop musical ideas through guided rehearsal and feedback. • MU:Cr3.1.6 Students revise musical performance choices based on reflection. • MU:Pr4.1.6 Students demonstrate vocal technique—posture, breathing, and tone production. • MU:Pr5.1.6 Students rehearse, reflect, and refine vocal performance. • MU:Pr6.1.6 Students perform with accuracy, diction, and expressive intent. • MU:Re7.1.6 Students identify musical elements (melody, rhythm, dynamics) and expressive qualities. • MU:Re8.1.6 Students interpret expressive meaning using musical evidence. • MU:Cn10.1.6 Students relate music to personal experiences and cultural context. • MU:Cn11.1.6 Students explore music of diverse cultures, traditions, and time periods.
MP 3 Topics	<p>Proper posture & breath review</p> <p>Vocal warm-ups and tone quality</p> <p>Two-part singing introduction</p> <p>Solfège practice (Do–Do major)</p> <p>Rhythmic reading (simple patterns)</p> <p>Beginning sight-reading</p> <p>Blend, balance, and listening skills</p> <p>Cultural and world choir repertoire</p> <p>Expression and dynamics</p> <p>Rehearsal & in-class sharing</p>
MP 3 Skills- Concepts	<p>Healthy Vocal Technique, Breath Support & Tone Development:</p> <p>Students develop healthy singing habits, proper breath support, age-appropriate voice placement, and consistent tone quality to build confident and sustainable vocal production.</p>

	<p>Ensemble Skills, Harmony & Rehearsal Discipline: Students strengthen listening skills across the choir, perform beginning harmony parts, follow conductor cues accurately, and demonstrate appropriate rehearsal etiquette and collaborative behavior.</p> <p>Music Literacy, Solfege & Sight-Reading Foundations: Students apply solfege, read rhythmic notation, participate in beginning sight-reading exercises, and expand musical vocabulary to support independent musicianship.</p> <p>Musical Expression, Dynamics & Cultural Understanding: Students interpret dynamics and expressive markings while exploring cultural context in choral repertoire to communicate musical meaning with clarity and intent.</p>
<p>MP 3</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Beginning two-part repertoire • Solfege visuals • Rhythmic reading worksheets • Sight-reading exercises • Piano or digital accompaniment • Audio rehearsal recordings

Marking Period 4 (MPIV)	Choir Curriculum Pacing Guide -Grade: 6
MP 4 Standards for Choir Content	<ul style="list-style-type: none"> • MU:Cr1.1.6 Students explore musical ideas through vocal improvisation and experimentation. • MU:Cr2.1.6 Students develop and refine musical ideas through rehearsal. • MU:Cr3.1.6 Students revise musical decisions to improve performance. • MU:Pr4.1.6 Students demonstrate breath control, posture, tone, and diction. • MU:Pr5.1.6 Students rehearse, reflect, and refine performance readiness. • MU:Pr6.1.6 Students perform with accurate pitch, rhythm, and expression. • MU:Re7.1.6 Students identify musical elements and expressive qualities in listening examples. • MU:Re8.1.6 Students interpret expressive intent in choral music. • MU:Cn10.1.6 Students connect personal experiences to music learned in class. • MU:Cn11.1.6 Students explore music from diverse cultures, styles, and traditions.
MP 4 Topics	<p>Repertoire review</p> <p>Tone quality & diction</p> <p>Blend and balance</p> <p>Expression and dynamics</p> <p>Continued sight-reading review</p> <p>Performance readiness</p> <p>Stage presence and etiquette</p> <p>Concert preparation</p> <p>Rehearsal and run-throughs</p> <p>Performance and reflection</p>
MP 4 Skills- Concepts	<p>Foundational Vocal Technique & Healthy Production: Students develop proper breath support, clear tone production, healthy vocal habits, and beginning choral diction to build a strong technical foundation.</p>

	<p>Ensemble Development, Blend & Performance Etiquette: Students strengthen blend and balance within the choir, follow conductor cues with consistency, demonstrate stage etiquette, and practice active group listening.</p> <p>Music Literacy, Solfege & Beginning Sight-Reading: Students apply solfege for pitch accuracy, improve rhythmic reading skills, develop beginning sight-reading fluency, and use foundational musical terminology.</p> <p>Expressive Interpretation & Cultural Connections: Students apply dynamics and expressive elements to performance, explore basic interpretive choices, and recognize cultural and contextual influences within choral repertoire.</p>
<p>MP 4</p> <p>Core Materials</p>	<ul style="list-style-type: none"> • Choral repertoire selections • Performance space • Piano or digital accompaniment • Sight-reading materials • Vocal warm-up sequence • Audio rehearsal tracks