



Marking Period 1 (MPI)	Choir Curriculum Pacing Guide -Grade: 7
<p><b>MP 1</b></p> <p><b>Standards for Choir Content</b></p>	<ul style="list-style-type: none"> <li>• <b>Pr4 – Select, analyze, and interpret artistic work for presentation</b> Students choose and interpret artistic works by making informed decisions about expression, technique, and style to effectively communicate meaning to an audience.</li> <li>• <b>Pr5 – Develop and refine artistic techniques and work for presentation</b> Students practice, rehearse, evaluate, and refine performance techniques to improve accuracy, expression, and overall quality of artistic work.</li> <li>• <b>Pr6 – Convey meaning through the presentation of artistic work</b> Students present artistic work with technical accuracy and expressive intent to communicate ideas, emotions, and artistic purpose to an audience.</li> <li>• <b>Cr2 – Organize and develop artistic ideas and work</b> 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).</li> <li>• <b>Re7 – Perceive and analyze artistic work</b> Students listen to, observe, and examine artistic works to identify elements, techniques, structure, and expressive qualities.</li> <li>• <b>Re9 – Apply criteria to evaluate artistic work</b> Students use appropriate criteria and vocabulary to interpret, evaluate, and respond to artistic performances and compositions.</li> <li>• <b>Cn10 – Synthesize and relate knowledge and personal experiences to artistic work</b> Students connect personal experiences, emotions, and ideas to the creation and interpretation of artistic works.</li> </ul>
<p><b>MP 1</b></p> <p><b>Topics</b></p>	<p>Breath, resonance, tall vowels, soft palate</p> <p>Major scale (do–do), reading simple solfege phrases</p> <p>Rhythmic syllables, dotted rhythms, rests</p> <p>Matching pitch, shaping phrases, singing simple lines</p> <p>Canons, rounds, partner songs</p> <p>Tone balance, matching vowel shape, adjusting dynamics</p> <p>Vowels, consonants, text meaning, world repertoire</p>

	<p>Entrances, cutoffs, tempo changes, fermata</p> <p>Dynamics, express emotion, connect lyrics + meaning</p> <p>Mini share-out, listening critique, peer feedback</p>
<p><b>MP 1</b></p> <p><b>Skills- Concepts</b></p>	<ul style="list-style-type: none"> <li>• <b>Vocal Technique &amp; Healthy Singing:</b> Students develop posture, breath support, resonance, vowel shape, and clear diction to produce strong, controlled, and expressive vocal tone.</li> <li>• <b>Music Literacy &amp; Reading Skills:</b> Students read solfege, rhythms, pitch direction, and expressive markings to support accurate singing and musical understanding.</li> <li>• <b>Part-Singing &amp; Ensemble Musicianship:</b> Students prepare for harmony through canons and partner songs while practicing listening skills, blend, balance, and following the conductor.</li> <li>• <b>Musical Expression &amp; Cultural Awareness:</b> Students apply dynamics, phrasing, and emotional intention while performing culturally diverse music respectfully and understanding song meaning.</li> </ul>
<p><b>MP 1</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Choir warm-up routine</li> <li>• Solfege visuals (movable Do preferred)</li> <li>• Rhythm syllable charts</li> <li>• Choir method book (middle level)</li> <li>• Conductor gesture posters</li> <li>• Listening examples of 2-part and canon singing</li> <li>• Cultural repertoire selections</li> <li>• Practice recordings</li> </ul>

Marking Period 2 (MPII)	Choir Curriculum Pacing Guide -Grade: 7
<b>MP 2</b>  <b>Standards for Choir Content</b>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.6-8</b> Students generate musical ideas using vocal exploration, improvisation, and musical problem-solving.</li> <li>• <b>MU:Cr2.1.6-8</b> Students develop and refine musical ideas through rehearsal and feedback.</li> <li>• <b>MU:Cr3.1.6-8</b> Students evaluate and make adjustments to musical works to improve performance.</li> <li>• <b>MU:Pr4.1.6-8</b> Students demonstrate vocal technique appropriate to middle-level singing and ensemble participation.</li> <li>• <b>MU:Pr5.1.6-8</b> Students rehearse, evaluate, and refine musical performance through practice.</li> <li>• <b>MU:Pr6.1.6-8</b> Students perform with appropriate vocal quality, breath support, diction, and expression.</li> <li>• <b>MU:Re7.1.6-8</b> Students explain how musical elements convey expressive qualities.</li> <li>• <b>MU:Re8.1.6-8</b> Students interpret expressive intent using musical evidence.</li> <li>• <b>MU:Cn10.1.6-8</b> Students relate musical ideas to personal experiences, history, and culture.</li> <li>• <b>MU:Cn11.1.6-8</b> Students connect music to cultural, historical, and world contexts.</li> </ul>
<b>MP 2</b>  <b>Topics</b>	<p>Warm-ups &amp; vocal health</p> <p>Expanding vocal range</p> <p>Two- and three-part harmony</p> <p>Solfege (major scale &amp; stepwise patterns)</p> <p>Rhythmic reading (syncopation intro)</p> <p>Sight-reading strategies</p> <p>Diction, articulation, and phrasing</p> <p>Cultural/historical repertoire</p> <p>Rehearsal and refinement</p> <p>Informal performance or sharing</p>
<b>MP 2</b>  <b>Skills- Concepts</b>	<ul style="list-style-type: none"> <li>• <b>Vocal Development &amp; Healthy Technique:</b> Students strengthen breath support, tone quality, and appropriate vocal placement while building beginning independence between upper and lower voice parts.</li> </ul>

	<ul style="list-style-type: none"> <li>• <b>Ensemble Skills &amp; Harmony Awareness:</b> Students listen across sections, follow conductor cues, and develop blend, balance, and harmonic independence within choral settings.</li> <li>• <b>Music Literacy &amp; Reading Fluency:</b> Students apply intermediate solfege, sight-read with increasing accuracy, perform rhythmic patterns, and use musical vocabulary to support learning and performance.</li> <li>• <b>Musical Expression &amp; Cultural Understanding:</b> Students shape dynamics and expression while connecting repertoire to cultural and historical contexts.</li> </ul>
<p><b>MP 2</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• 2-part or SAB repertoire</li> <li>• Solfege visuals</li> <li>• Rhythmic reading materials</li> <li>• Sight-reading method</li> <li>• Warm-up sequence</li> <li>• Audio tracks</li> </ul>

<b>Marking Period 3 (MP III)</b>	<b>Choir Curriculum Pacing Guide -Grade: 7</b>
<b>MP 3</b> <b>Standards for Choir Content</b>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.7</b> Students explore expressive musical ideas through vocal improvisation and guided creativity.</li> <li>• <b>MU:Cr2.1.7</b> Students refine musical ideas during rehearsal with feedback and self-evaluation.</li> <li>• <b>MU:Cr3.1.7</b> Students revise musical decisions to improve performance quality.</li> <li>• <b>MU:Pr4.1.7</b> Students demonstrate healthy vocal technique with improved tone, breath, and diction.</li> <li>• <b>MU:Pr5.1.7</b> Students rehearse, evaluate, and refine performance skills.</li> <li>• <b>MU:Pr6.1.7</b> Students perform with musical accuracy, blend, and expressive interpretation.</li> <li>• <b>MU:Re7.1.7</b> Students describe how musical elements communicate expressive meaning.</li> <li>• <b>MU:Re8.1.7</b> Students interpret expressive intent using evidence from the music.</li> <li>• <b>MU:Cn10.1.7</b> Students connect music to personal, cultural, and historical experiences.</li> <li>• <b>MU:Cn11.1.7</b> Students examine how choral music reflects world cultures and traditions.</li> </ul>
<b>MP 3</b> <b>Topics</b>	<p>Warm-ups and tonal exercises</p> <p>Developing vocal independence</p> <p>Intermediate solfege patterns</p> <p>Rhythmic reading (syncopation)</p> <p>Sight-reading challenges</p> <p>Harmony and balance</p> <p>Expression: dynamics and phrasing</p> <p>Cultural/world repertoire</p> <p>Performance preparation</p> <p>In-class performance &amp; critique</p>
<b>MP 3</b> <b>Skills- Concepts</b>	<p><b>Vocal Technique, Range &amp; Blend:</b> Students extend vocal range safely, strengthen breath control, refine tone placement, and develop balanced vocal blend within the ensemble.</p>

	<p><b>Ensemble Independence &amp; Choral Musicianship:</b>          Students demonstrate part independence, listen across sections for balance and tuning, follow conductor cues accurately, and maintain cohesive choral sound.</p> <p><b>Music Literacy, Solfege &amp; Sight-Reading Development:</b>          Students apply intermediate solfege, improve rhythmic reading accuracy, strengthen sight-reading skills, and use appropriate musical vocabulary in rehearsal and discussion.</p> <p><b>Expressive Interpretation &amp; Cultural Awareness:</b>          Students interpret expressive markings with intention and explore world and cultural contexts within choral repertoire to deepen musical meaning and performance authenticity.</p>
<p><b>MP 3</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• SAB or 3-part middle school repertoire</li> <li>• Solfege charts</li> <li>• Rhythmic reading resources</li> <li>• Sight-reading method or digital tool</li> <li>• Piano or accompaniment</li> <li>• Warm-up routine materials</li> </ul>

Marking Period 4 (MPIV)	Choir Curriculum Pacing Guide -Grade: 7
<b>MP 4</b>  <b>Standards for Choir Content</b>	<ul style="list-style-type: none"> <li>• <b>MU:Cr1.1.7</b> Students explore expressive musical ideas through guided improvisation and creativity.</li> <li>• <b>MU:Cr2.1.7</b> Students refine musical ideas through rehearsal and critical listening.</li> <li>• <b>MU:Cr3.1.7</b> Students revise musical performance choices based on feedback and evaluation.</li> <li>• <b>MU:Pr4.1.7</b> Students demonstrate healthy vocal technique with increased control of tone and diction.</li> <li>• <b>MU:Pr5.1.7</b> Students rehearse, refine, and improve musical performance choices.</li> <li>• <b>MU:Pr6.1.7</b> Students perform with accuracy, ensemble balance, and expressive interpretation.</li> <li>• <b>MU:Re7.1.7</b> Students explain how musical elements create expressive meaning in choral literature.</li> <li>• <b>MU:Re8.1.7</b> Students interpret expressive intent using evidence from text and music.</li> <li>• <b>MU:Cn10.1.7</b> Students relate choral music to personal experiences, identity, and culture.</li> <li>• <b>MU:Cn11.1.7</b> Students explore how choral music reflects world traditions and historical context.</li> </ul>
<b>MP 4</b>  <b>Topics</b>	<p>Review ensemble repertoire</p> <p>Tone quality, blend, balance</p> <p>Rhythmic accuracy and diction</p> <p>Expression and dynamic contrast</p> <p>Continued sight-reading practice</p> <p>Concert preparation</p> <p>Stage presence &amp; etiquette</p> <p>Performance run-throughs Final rehearsal</p> <p>Performance and reflection</p>
<b>MP 4</b>  <b>Skills- Concepts</b>	<p><b>Vocal Technique, Tone &amp; Healthy Production:</b> Students strengthen breath support, refine tone production, improve diction and articulation clarity, and develop proper voice placement for healthy, unified choral sound.</p>

	<p><b>Ensemble Development, Balance &amp; Listening:</b> Students build choral balance and blend, follow conductor cues with precision, demonstrate appropriate stage etiquette, and listen across parts to support harmony and alignment.</p> <p><b>Music Literacy, Solfege &amp; Rhythmic Fluency:</b> Students apply solfege for pitch accuracy, strengthen sight-reading skills, improve rhythmic reading confidence, and expand musical vocabulary in rehearsal and performance.</p> <p><b>Expressive Phrasing &amp; Cultural Understanding:</b> Students shape phrases with expressive intent, apply dynamic and stylistic nuance, and explore cultural context within repertoire to deepen performance meaning.</p>
<p><b>MP 4</b></p> <p><b>Core Materials</b></p>	<ul style="list-style-type: none"> <li>• Choral repertoire</li> <li>• Warm-up sequences</li> <li>• Solfege charts</li> <li>• Sight-reading exercises</li> <li>• Piano or digital accompaniment</li> <li>• Performance space and equipment</li> </ul>