# 9-12 CHOIR Curricular Document

| 9-12 Choir Information | |
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| **CURRICULUM/CONTENT AREA** | **COURSE LENGTH** |
| Music/CHOIR | 1 year |
| **GRADE LEVEL** | **DATE LAST REVIEWED** |
| 9-12 | Music Comprehensive Program Evaluation, June 2025 |
| **PREREQUISITE(s)** ***if applicable*** | **BOARD APPROVAL DATE** |
| NA | February 2026 |
| **PRIMARY RESOURCE** ***if applicable*** | |
| | |

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# Course Desired Results

## COURSE DESCRIPTION

High School Choir provides students with the opportunity to grow musically and personally through the study and performance of diverse choral literature. Students will develop healthy vocal technique, music literacy, and ensemble skills while engaging with music from a variety of genres, including sacred, secular, pop, jazz, and world traditions. Repertoire ranges from high school to collegiate-level works of moderate to advanced difficulty.

Through whole group rehearsal, students explore music from theoretical, historical, cultural, and aesthetic perspectives and analyze how composers create emotional and artistic impact. The course fosters creativity, emotional intelligence, and resilience, empowering students to find and refine their unique musical voice. Choir helps students connect more deeply with themselves, others, and the world through meaningful musical expression.

Incoming 9th grade choir students should register for *Treble Choir* (Treble voices) or *Concert Choir* (Bass voices). Auditions for placement into *Bella Voce* (treble voices) and *Chamber Choir* (mixed voices) will occur by Mid-March of the preceding school year. The typical sequence for choir students is Treble/Concert Choir as a freshman and sophomore and Bella Voce or Chamber Choir based on placement after auditions in the junior and senior years. Auditioned ensembles require proficiency in music literacy, vocal technique, sight reading, and part independence. Choir courses meet all year long on an alternating day schedule.

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MUSIC STANDARDS

| | | |
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| CREATE | Students will generate, develop and refine artist work. | |
| PERFORM | Students will analyze, develop and convey meaning through presentation of artistic work. | ● |
| RESPOND | Students will critically interpret intent and meaning in order to evaluate artistic work. | ● |
| CONNECT | Students will relate prior knowledge and personal experience with music to cultural and historical context. | |

| ENDURING UNDERSTANDINGS<br>*Students will understand that....* | ESSENTIAL QUESTIONS<br>*Students will keep considering....* |
|---|---|
| **CREATING**<br>• The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.<br>• Musicians' creative choices are influenced by their expertise, context, and expressive intent.<br>• Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.<br>• Musicians' presentation of creative work is the culmination of a process of creation and communication. | • How do musicians generate creative ideas?<br>• How do musicians make creative decisions?<br>• How do musicians improve the quality of their creative work?<br>• When is creative work ready to share? |
| **PERFORMING**<br>• Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire<br>• Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.<br>• Performers make interpretive decisions based on their understanding of context and expressive intent.<br>• To express their musical ideas, musicians analyze, evaluate, and refine their performance over time through openness to new ideas, persistence, and the application of appropriate criteria.<br>• Musicians judge performance based on criteria that vary across time, place, and cultures. The context and how a work is presented influence the audience response. | • How do performers select repertoire?<br>• How does understanding the structure and context of musical works inform performance?<br>• How do performers interpret musical works?<br>• How do musicians improve the quality of their performance?<br>• How do context and the manner in which musical work is presented influence audience response? |
| **RESPONDING**<br>• Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.<br>• Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.<br>• Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.<br>• The personal evaluation of musical works and performances is | • How do individuals choose music to experience?<br>• How does understanding the structure and context of music inform a response?<br>• How do we discern musical creators' and performers' expressive intent?<br>• How do we judge the quality of musical works and performances? |

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| informed by analysis, interpretation, and established criteria. | |
| **CONNECTING**<br>• Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.<br>• Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding | • How do musicians make meaningful connections to creating, performing, and responding?<br>• How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music? |
| **POSTSECONDARY, CAREER, AND LIFE READINESS**<br>• Music provides pathways to career opportunities, and personal fulfillment throughout life. | • Why is career and life readiness important?<br>• What are employability skills? How do I prepare myself for a career that is in demand now and in 5,10, or 20 years from now?<br>• How might technical knowledge and skills influence one's employability and advancement opportunities within various work settings? |

## COURSE PRIORITY STANDARDS

### CREATE Standard Progression:

**CREATE: Students will generate, develop, and refine artistic work.**

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| *Priority Standard Performance Indicator* | | MP1.Cr.5.i:<br>Explore rhythmic, melodic, and harmonic phrases. | MP1.Cr.9.m:<br>Develop musical compositions for voices or instruments. | MP1.Cr.13.h:<br>Design and develop musical compositions for voices or instruments. |

### CREATE Learning Targets:

- I can compose ideas for melodies and rhythmic passages using advanced rhythmic values, and/or solfege syllables of the major and minor scales

### PERFORM Standard Progression:

**PERFORM: Students will analyze, develop, and convey meaning through the presentation of artistic work.**

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| | | MP2.P.9.1:<br>Explore and demonstrate an understanding of the elements of music by reading, singing, | MP2.P.17.m:<br>Rehearse and demonstrate the ability to sing expressively, on pitch, and in rhythm, while using | MP2.P.25.h<br>Rehearse and demonstrate the ability to sing expressively, on pitch, in rhythm, and with proper |

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|---|---|---|---|---|
| | | and/or playing an instrument. | proper technique and maintaining a steady beat. | technique and maintaining a steady beat. |

**PERFORM Learning Targets:**

- I can read and perform advanced rhythm patterns in various meters while keeping a steady tempo and internal pulse.
- I can apply my knowledge of a variety of rhythms while rehearsing choral and solo repertoire.
- I can sight-sing melodies on solfege using steps, skips, and leaps in the major and minor scale using basic and complex rhythms and meters.
- I can identify major key signatures and apply my knowledge by sight-singing melodies in multiple keys.
- I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire.
- I can maintain accurate intonation, adjusting pitch in real-time to achieve a blended and cohesive ensemble sound.

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| *Priority Standard*<br>*Performance Indicator* | | | MP2.P.18.m<br>Perform using expressive qualities and techniques. | MP2.P.26.h<br>Perform using expressive qualities and techniques with the composer's intent. |

**PERFORM Learning Targets:**

- I can choose dynamics that effectively express the musical intent.
- I can interpret the composer's use of articulation markings and how they assist in delivering the piece's musical message
- I can demonstrate good breath support and use it to shape phrases as I sing.
- I can interpret the style of the piece and adjust my tone, timbre, and vocal quality

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| *Priority Standard*<br>*Performance Indicator* | | MP2.P.12.i:<br>Perform as part of an ensemble. | MP2.P22.m:<br>Perform collaboratively as part of an ensemble, demonstrating well developed ensemble skills. | MP2.P.30.h:<br>Demonstrate well-developed ensemble skills while working collaboratively with other performers and the conductor in a rehearsal and performance. |

**PERFORM Learning Targets:**

- I can apply appropriate rehearsal techniques while working with my choir.
- I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my singing.
- I can demonstrate understanding of appropriate balance of melody and harmony within a piece.
- I can blend my singing with my section and the full ensemble to create a balanced and cohesive sound.

- I can follow the conductor's cues and beat patterns and respond appropriately with my singing.

## RESPOND Standard Progression

**RESPOND: Students will critically interpret intent and meaning in order to evaluate artistic work.**

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| *Priority Standard Performance Indicator* | | MP3.R.7.i: Utilize appropriate music terminology in the evaluation/reflection of music performances. | MP3.R.11.m: Evaluate and critique musical performances, recordings, and compositions using appropriate music terminology and technology. | MP3.R.16.h: Analyze, critique, and evaluate musical performances, recordings, and compositions using appropriate music terminology, theory, and technology. |

### RESPOND Learning Targets:

- I can define expressive markings within my concert and/or solo repertoire
- I can evaluate performances of others' and my own to find areas of strength and areas for improvement in future performance.
- I can reflect on how strategies used in class affected the performance of a piece.
- I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.
- I can reflect on feedback from others and use it to improve my singing and musicianship.

## CONNECT Standard Progression

**CONNECT: Students will relate prior knowledge and personal experience with music to cultural and historical context.**

| | K-3 | 3-5 | 6-8 | 9-12 |
|---|---|---|---|---|
| *Priority Standard Performance Indicator* | | | MP4.Cn.10.m: Explain how music relates to self, others, and the world using grade- appropriate music vocabulary. | MP4.Cn.14.h: Explain the relationship between performer and audience using grade-appropriate music vocabulary. |

### CONNECT Learning Targets:

- I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience.
- I can listen and respond to music from a wide range of genres in a culturally authentic manner.
- I can discuss the role of etiquette and respect between performers and audiences.

**CAREER & LIFE READINESS**

- I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings.

| Priority Standard by Unit | | | | | |
|---|---|---|---|---|---|
| | Unit 1 | Unit 2 | Unit 3 | Unit 4 | Unit 5 |
| Create | X | X | X | X | X |
| Perform | X | X | X | X | X |
| Respond | X | X | X | X | X |
| Connect | X | X | X | X | X |
| Career | X | X | X | X | X |

**CAREER CLUSTERS**
*most applicable to this course*

- ☐ Advanced Manufacturing
- ☐ Agriculture, Food & Natural Resources
- ☐ Architecture and Construction
- ☑ Arts, A/V Technology & Communication
- ☐ Business Management & Administration
- ☐ Digital Technology
- ☐ Education & Training
- ☐ Finance
- ☐ Government & Public Administration
- ☐ Health Science
- ☐ Hospitality & Tourism
- ☐ Human Services
- ☐ Law, Public Safety, Corrections & Security
- ☐ Marketing

| | |
|---|---|
| | ☐ Science, Technology, Engineering & Mathematics<br>☐ Transportation, Distribution & Logistics |
| **CAREERS**<br>*students will learn about* | **May include:**<br>***Arts, Audio/Visual Technology & Communications***<br>● Professional Musician/Performer (Vocalist, Instrumentalist, Conductor)<br>● Composer/Arranger/Songwriter<br>● Music Producer<br>● Sound Engineer / Audio Technician<br>● Music Director / Conductor<br>● Voiceover Artist<br>● Live Event Technician / Stage Manager<br>● Lighting or Sound Designer<br>● Music Journalist / Critic<br>---<br>***Education & Training***<br>● Music Teacher (Elementary, Middle, High School)<br>● Private Vocal/Instrument Instructor<br>● Choir or Band Director<br>● Music Professor (College/University)<br>● Music Therapist (also in Health Science)<br>● Curriculum Designer for Music Education<br>● Instructional Coach – Arts Education<br>---<br>***Health Science***:<br>● Music Therapist<br>● Rehabilitation Specialist (using music therapy)<br>● Audiologist<br>● Occupational or Speech Therapist (using music-based methods)<br>---<br>***Business, Management & Administration***<br>● Arts Management Professional<br>● Music Publisher<br>● Entertainment Lawyer<br>● Event Planner (Arts-Focused)<br>● Marketing Director (Music/Arts Organizations)<br>---<br>***Information Technology***<br>● Digital Music Programmer<br>● Software Developer for Music Apps |

| | |
|---|---|
| | • Film/Game Audio Designer<br><br>*Human Services*<br>• Community Arts Organizer<br>• Youth Program Director (with Music Focus)<br>• Cultural Program Coordinator<br>• Therapeutic Recreation Specialist<br><br>*Marketing, Sales & Service*<br>• Music Retail Manager<br>• Instrument Sales Representative<br>• Merchandising Coordinator<br>• Brand Manager (Music Industry)<br><br>*STEM (Science, Technology, Engineering, Math)*<br>• Acoustical Engineer<br>• Hearing Scientist<br>• Music Technologist<br>• Instrument Designer/Engineer |
| **POSTSECONDARY EDUCATION & TRAINING OPTIONS** | **INDUSTRY RECOGNIZED CREDENTIALS**:<br>• Performance Diplomas and Certificates<br>  ○ Bachelor of Music (B.M.)<br>  ○ Bachelor of Arts in Music (B.A.)<br>• Teacher Licensure<br>  ○ Music Education (B.M.E. or B.S. in Music Education)<br>• Board Certification in Music Therapy (B.S. or B.M. in Music Therapy)<br>• Composition and Music Theory<br>  ○ Software Certificates (Avid Pro Tools, Ableton, etc.)<br>• Music Business and Arts Administration<br>• Audio Engineering and Music Production<br>**DUAL CREDIT OPPORTUNITIES**<br>• AP Music Theory<br>• Music History/Appreciation<br>• Ensemble Performance<br>**CAREER BASED LEARNING OPPORTUNITIES**<br>• Internships<br>• Apprenticeships |

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| | • Summer Music Festivals and Camps<br>• Youth Choir Programs<br>• Freelancing and Gig Work<br>• Volunteering |

## **UNIT 1:** Vocal Foundations and Ensemble Building

In this unit, students will deepen their understanding of healthy vocal production techniques and explore their place within the context of the larger ensemble.

## UNIT 1 DESIRED RESULTS

**ESSENTIAL QUESTION:** *Students will keep considering…*

- ➔ How do musicians improve the quality of their performance?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?

**UNIT PRIORITY STANDARDS & LEARNING TARGETS:** *Students will know and be able to…*

***CREATE***

| | |
|---|---|
| MP1.Cr.13.h | • I can compose ideas for melodies and rhythmic passages using advanced rhythmic values, and/or solfege syllables of the major and minor scales |

***PERFORM***

| | |
|---|---|
| MP2.P.25.h | • I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire.<br>• I can maintain accurate intonation, adjusting pitch in real-time to achieve a blended and cohesive ensemble sound.<br>• I can sight-sing melodies on solfege using steps, skips, and leaps in the major and minor scale using basic and complex rhythms and meters.<br>• I can read and perform advanced rhythm patterns in various meters while keeping a steady tempo and internal pulse. |
| MP2.P.26.h | • I can demonstrate good breath support and use it to shape phrases as I sing. |
| MP2.P.30.h | • I can apply appropriate rehearsal techniques while working with my choir.<br>• I can demonstrate understanding of appropriate balance of melody and harmony within a piece. |

| | |
|---|---|
| | • I can blend my singing with my section and the full ensemble to create a balanced and cohesive sound. |

***RESPOND***

| | |
|---|---|
| MP3.R.16.h | • I can reflect on feedback from others and use it to improve my singing and musicianship. |

***CONNECT***

| | |
|---|---|
| MP4.Cn.14.h | • I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience. |

***CAREER DEVELOPMENT***

| | |
|---|---|
| | • I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. |

## UNIT 1 ASSESSMENT EVIDENCE

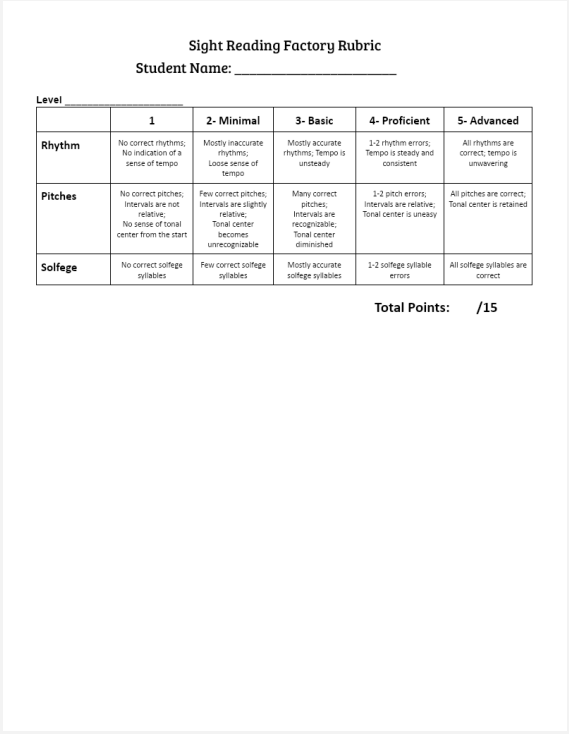
*Performance is evaluated in terms of... Students will show their learning by...*

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- Sight Reading Rubric
- Rehearsal Self-Assessment Chart

| Performance Assessment Options | Artistic Process & Career Dev. | Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) |
|---|---|---|
| *May include, but are not limited to t* | *Check all that apply:* | *May include, but are not limited to the following:* |

<table>
<tr>
<td>

Sight Reading Factory Rubric<br>
Student Name: _____<br>
Level _____<br>
<table>
<tr><th></th><th>1</th><th>2- Minimal</th><th>3- Basic</th><th>4- Proficient</th><th>5- Advanced</th></tr>
<tr><td>Rhythm</td><td>No correct rhythms; No indication of a sense of tempo</td><td>Mostly inaccurate rhythms; Loose sense of tempo</td><td>Mostly accurate rhythms; Tempo is unsteady</td><td>1-2 rhythm errors; Tempo is steady and consistent</td><td>All rhythms are correct; tempo is unwavering</td></tr>
<tr><td>Pitches</td><td>No correct pitches; Intervals are not relative; No sense of tonal center from the start</td><td>Few correct pitches; Intervals are slightly relative; Tonal center becomes unrecognizable</td><td>Many correct pitches; Intervals are recognizable; Tonal center diminished</td><td>1-2 pitch errors; Intervals are relative; Tonal center is uneasy</td><td>All pitches are correct; Tonal center is retained</td></tr>
<tr><td>Solfege</td><td>No correct solfege syllables</td><td>Few correct solfege syllables</td><td>Mostly accurate solfege syllables</td><td>1-2 solfege syllable errors</td><td>All solfege syllables are correct</td></tr>
</table>
Total Points: /15<br>
<a>Open Preview</a><br>
he following:
</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sight Reading Factory Monthly Check-Ins</td>
<td>☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☐ Career Development</td>
<td rowspan="3">- Sight Reading Factory accounts for each individual student- ability to select appropriate level of difficulty for students' needs and monitor growth throughout the year<br>- Offer hard copy or one on one assessments for students without chromebook access<br>- Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.<br>- Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task.<br>- Encourage peer critiques using positive, constructive feedback.<br>- Set clear norms for respectful communication and valuing diverse perspectives.</td>
</tr>
<tr>
<td>Daily Ensemble Self-Reflection</td>
<td>☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☑ Career Development</td>
</tr>
<tr>
<td>Whole Group Warm-ups and Sight Reading</td>
<td>☐ Creating<br>☑ Presenting<br>☑ Responding<br>☑ Connecting</td>
</tr>
</table>

| | | |
|---|---|---|
| | ☐ Career Development | |

## UNIT 1 LEARNING PLAN RESOURCES

*How will learning be relevant, accessible & engaging?*

### Academic Vocabulary

*Will include, but are not limited to the following...*

*Ensemble, Balance, Blend, Tone, Vowel Shape, Intonation, Posture, Breath Support, Timbre, Diction, Rhythm, Solfege, Vocal Registers (Soprano, Alto, Tenor, Baritone, Bass), Score, Octavo, Accompaniment*

### Strategies for Varied Level Learners

*Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

| | | |
|---|---|---|
| ☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic | ☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback | ☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning |
| ☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success | ☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted | ☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support, |
| ☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking | ☑ **Vary groupings** for small group instruction | ☑ **Student Choice:** Implementing student choice as much as possible |
| ☑ **Sensory:** Provide sensory safe zone for student breaks | ☑ **Preview:** Engage students through previewing new material and connecting to prior learning | ☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or |

| | | |
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| | | context of music, composition, peer teaching/mentoring; additional opportunities for advance performance |

**Resources/Materials**

*May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*

teacher created warm-ups and group singing exercises

## UNIT 2: Concert Cycle #1- Introduction to the performance process

In this unit, students will prepare for their first performance by analyzing repertoire, utilizing music literacy skills to learn their vocal lines, applying music vocabulary to inform expression and performance quality, responding to conductor, peer and self evaluation to improve aspects of the performance, and ultimately, perform for an audience.

## UNIT 2 DESIRED RESULTS

**ESSENTIAL QUESTION:** *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How do musicians improve the quality of their performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do individuals choose music to experience?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do we judge the quality of musical works and performances?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**UNIT PRIORITY STANDARDS & LEARNING TARGETS:** *Students will know and be able to...*

***CREATE***

| | |
|---|---|
| | |

***PERFORM***

| | |
|---|---|
| MP2.P.25.h | • I can apply my knowledge of a variety of rhythms while rehearsing choral and solo repertoire.<br>• I can sight-sing melodies on solfege using steps, skips, and leaps in the major and minor scale using basic and complex rhythms and meters.<br>• I can identify major key signatures and apply my knowledge by sight-singing melodies in multiple keys.<br>• I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire. |
| MP2.P.26.h | • I can choose dynamics that effectively express the musical intent.<br>• I can interpret the composer's use of articulation markings and how they assist in delivering the piece's musical message<br>• I can interpret the style of the piece and adjust my tone, timbre, and vocal quality |
| MP2.P.30.h | • I can apply appropriate rehearsal techniques while working with my choir.<br>• I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my singing.<br>• I can follow the conductor's cues and beat patterns and respond appropriately with my singing. |

***RESPOND***

| | |
|---|---|
| MP3.R.16.h | • I can define expressive markings within my concert and/or solo repertoire<br>• I can evaluate performances of others' and my own to find areas of strength and areas for improvement in future performance.<br>• I can reflect on how strategies used in class affected the performance of a piece.<br>• I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.<br>• I can reflect on feedback from others and use it to improve my singing and musicianship. |

***CONNECT***

| | |
|---|---|
| MP4.Cn.14.h | • I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience.<br>• I can listen and respond to music from a wide range of genres in a culturally authentic manner. |

| | |
|---|---|
| | • I can discuss the role of etiquette and respect between performers and audiences. |

***CAREER DEVELOPMENT***

| | |
|---|---|
| | • I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. |

## UNIT 2 ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- Sight Reading Rubric
- Rehearsal Self-Assessment Chart
- Concert Reflection Rubric

| **Performance Assessment Options**<br>*May include, but are not limited to the following:* | **Artistic Process & Career Dev.**<br>*Check all that apply:* | **Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)**<br>*May include, but are not limited to the following:* |
|---|---|---|
| Sight Reading Factory Monthly Check-Ins | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☐ Career Development | **Differentiation**:<br>- Sight Reading Factory accounts for each individual student- ability to select appropriate level of difficulty for students' needs and monitor growth throughout the year<br>- Offer hard copy or one on one assessments for students without chromebook access<br>- Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.<br>- Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. |
| Daily Ensemble Self-Reflection | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☑ Career Development | |
| Whole Group Warm-ups and Sight Reading | ☐ Creating<br>☑ Performing<br>☑ Responding | |

| | | |
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| | ☑ Connecting<br>☐ Career Development | - Encourage peer critiques using positive, constructive feedback.<br>- Set clear norms for respectful communication and valuing diverse perspectives.<br>- Differentiation of performance expectations set based on individual student ability/IEP goals as needed<br><br>**Extension:**<br>- Opportunities for student leadership/mentorship |
| Concert Performance | ☐ Creating<br>☑ Performing<br>☐ Responding<br>☑ Connecting<br>☐ Career Development | |
| Post-performance written concert reflection | ☐ Creating<br>☐ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | |

**Academic Vocabulary**

*Will include, but are not limited to the following...*

*Ensemble, Balance, Blend, Tone, Vowel Shape, Intonation, Posture, Breath Support, Timbre, Diction, Dynamics (forte, piano, mezzo, crescendo, decrescendo, sforzando, etc), Phrasing, Articulation (staccato, legato, marcato), Tempo markings, conductor's cues, entrances/cut-offs*

**Strategies for Varied Level Learners**

*Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

| | | |
|---|---|---|
| ☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic | ☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback | ☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning |
| ☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success | ☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted | ☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support, |

| | | |
|---|---|---|
| ☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking | ☑ **Vary groupings** for small group instruction | ☑ **Student Choice:** Implementing student choice as much as possible |
| ☑ **Sensory:** Provide sensory safe zone for student breaks | ☑ **Preview:** Engage students through previewing new material and connecting to prior learning | ☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance |

**Resources/Materials**

*May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*

Repertoire (new and old), teacher created warm-ups and group singing exercises

## **UNIT 3:** Concert Cycle #2- Contemporary Music

In this unit, students will prepare for a collaborative performance of modern/contemporary repertoire. Their performance will demonstrate appropriate vocal technique, accurate musicianship, stylistic interpretation, and stage presence relevant to the genre.

## UNIT 3 DESIRED RESULTS

**ESSENTIAL QUESTION:** *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How do musicians improve the quality of their performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?

- ➔ How do individuals choose music to experience?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do we judge the quality of musical works and performances?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**UNIT PRIORITY STANDARDS & LEARNING TARGETS:** *Students will know and be able to…*

***CREATE***

| | |
|---|---|
| | |

***PERFORM***

| | |
|---|---|
| MP2.P.25.h | • I can apply my knowledge of a variety of rhythms while rehearsing choral and solo repertoire.<br>• I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire. |
| MP2.P.26.h | • I can choose dynamics that effectively express the musical intent.<br>• I can interpret the composer's use of articulation markings and how they assist in delivering the piece's musical message<br>• I can interpret the style of the piece and adjust my tone, timbre, and vocal quality |
| MP2.P.30.h | • I can apply appropriate rehearsal techniques while working with my choir.<br>• I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my singing.<br>• I can follow the conductor's cues and beat patterns and respond appropriately with my singing. |

***RESPOND***

| | |
|---|---|
| MP3.R.16.h | • I can define expressive markings within my concert and/or solo repertoire<br>• I can evaluate performances of others' and my own to find areas of strength and areas for improvement in future performance.<br>• I can reflect on how strategies used in class affected the performance of a piece.<br>• I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.<br>• I can reflect on feedback from others and use it to improve my singing and musicianship. |

***CONNECT***

| | |
|---|---|
| MP4.Cn.14.h | • I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience.<br>• I can listen and respond to music from a wide range of genres in a culturally authentic manner.<br>• I can discuss the role of etiquette and respect between performers and audiences. |

***CAREER DEVELOPMENT***

| | |
|---|---|
| | • I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. |

## UNIT 3 ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- Sight Reading Rubric
- Rehearsal Self-Assessment Chart
- Concert Reflection Rubric

| **Performance Assessment Options**<br>*May include, but are not limited to the following:* | **Artistic Process & Career Dev.**<br>*Check all that apply:* | **Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)**<br>*May include, but are not limited to the following:* |
|---|---|---|
| Sight Reading Factory Monthly Check-Ins | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☐ Career Development | - Sight Reading Factory accounts for each individual student- ability to select appropriate level of difficulty for students' needs and monitor growth throughout the year<br>- Offer hard copy or one on one assessments for students without chromebook access<br>- Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. |
| Daily Ensemble Self-Reflection | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☑ Career Development | |

| | | |
|---|---|---|
| Whole Group Warm-ups and Sight Reading | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | - Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task.<br>- Encourage peer critiques using positive, constructive feedback.<br>- Set clear norms for respectful communication and valuing diverse perspectives. |
| Concert Performance | ☐ Creating<br>☑ Performing<br>☐ Responding<br>☑ Connecting<br>☐ Career Development | |
| Post-performance written concert reflection | ☐ Creating<br>☐ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | |

**Academic Vocabulary**

*Will include, but are not limited to the following...*

*Ensemble, Balance, Blend, Tone, Vowel Shape, Intonation, A Cappella, Pop Music Form (Verse, Chorus, Bridge), Vocal Registers (head voice, chest voice, mixed voice, falsetto), Arrangement*

**Strategies for Varied Level Learners**

*Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

| | | |
|---|---|---|
| ☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic | ☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through | ☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning |

| | | |
|---|---|---|
| | self-assessment, peer assessment, teacher feedback and digital feedback | |
| ☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success | ☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted | ☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support, |
| ☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking | ☑ **Vary groupings** for small group instruction | ☑ **Student Choice:** Implementing student choice as much as possible |
| ☑ **Sensory:** Provide sensory safe zone for student breaks | ☑ **Preview:** Engage students through previewing new material and connecting to prior learning | ☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance |

**Resources/Materials**

*May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*

**Repertoire (new and old), teacher created warm-ups and group singing exercises, recording/playback devices, bluetooth speakers**

## UNIT 4: Solo & Ensemble- Individual and Small Group Performance

In this unit, students will develop individual musicianship by preparing a solo or small ensemble piece selected from the WSMA Solo and Ensemble List to perform (with a variety of performance options available). Each student will learn a piece from initial sight-reading through final performance, and reflect

on their progress throughout the process. Emphasis is placed on independent practice skills, musical interpretation, rehearsal etiquette, and performance confidence.

## UNIT 4 DESIRED RESULTS

**ESSENTIAL QUESTION:** *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How do musicians improve the quality of their performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do individuals choose music to experience?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do we judge the quality of musical works and performances?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**UNIT PRIORITY STANDARDS & LEARNING TARGETS:** *Students will know and be able to…*

***CREATE***

| | |
|---|---|
| | |

***PERFORM***

| | |
|---|---|
| MP2.P.25.h | • I can read and perform advanced rhythm patterns in various meters while keeping a steady tempo and internal pulse.<br>• I can apply my knowledge of a variety of rhythms while rehearsing choral and solo repertoire.<br>• I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire.<br>• I can maintain accurate intonation, adjusting pitch in real-time to achieve a blended and cohesive ensemble sound. |
| MP2.P.26.h | • I can choose dynamics that effectively express the musical intent.<br>• I can interpret the composer's use of articulation markings and how they assist in delivering the piece's musical message<br>• I can demonstrate good breath support and use it to shape phrases as I sing.<br>• I can interpret the style of the piece and adjust my tone, timbre, and vocal quality |

| | |
|---|---|
| MP2.P.30.h | • I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my singing.<br>• I can demonstrate understanding of appropriate balance of melody and harmony within a piece. |

***RESPOND***

| | |
|---|---|
| MP3.R.16.h | • I can define expressive markings within my concert and/or solo repertoire<br>• I can evaluate performances of others' and my own to find areas of strength and areas for improvement in future performance.<br>• I can reflect on how strategies used in class affected the performance of a piece.<br>• I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.<br>• I can reflect on feedback from others and use it to improve my singing and musicianship. |

***CONNECT***

| | |
|---|---|
| MP4.Cn.14.h | • I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience.<br>• I can listen and respond to music from a wide range of genres in a culturally authentic manner.<br>• I can discuss the role of etiquette and respect between performers and audiences. |

***CAREER DEVELOPMENT***

| | |
|---|---|
| | • I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. |

## UNIT 4 ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- Sight Reading Rubric
- Rehearsal Self-Assessment Chart
- Concert Reflection Rubric
- Solo & Ensemble Phase Assignments & Checklist

| **Performance Assessment Options**<br>*May include, but are not limited to the following:* | **Artistic Process & Career Dev.**<br>*Check all that apply:* | **Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)**<br>*May include, but are not limited to the following:* |
|---|---|---|
| Sight Reading Factory Monthly Check-Ins | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☐ Career Development | - Sight Reading Factory accounts for each individual student- ability to select appropriate level of difficulty for students' needs and monitor growth throughout the year<br>- Offer hard copy or one on one assessments for students without chromebook access<br>- Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.<br>- Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task.<br>- Encourage peer critiques using positive, constructive feedback.<br>- Set clear norms for respectful communication and valuing diverse perspectives. |
| Daily Ensemble Self-Reflection | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☑ Career Development | |
| Phase Assignments-<br>Phase 1: Piece Selection<br>Phase 2: Notes & Rhythms<br>Phase 3: Expression & Markings<br>Phase 4: Text & Mood<br>Phase 5: Introduction & Readiness | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | |
| Solo & Ensemble Performance | ☐ Creating<br>☑ Performing<br>☐ Responding<br>☑ Connecting<br>☐ Career Development | - Offer multiple final performance options (ie. Perform at the festival, perform for teacher, make a recording, etc.) |
| Post-performance written concert reflection | ☐ Creating<br>☐ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | |

**Academic Vocabulary**

*Will include, but are not limited to the following...*

**Solo, duet/trio/quartet, repertoire, adjudication, accompanist, vibrato, tone/timbre, articulation, interpretation**

**Strategies for Varied Level Learners**

*Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

| | | |
|---|---|---|
| ☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic | ☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback | ☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning |
| ☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success | ☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted | ☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support, |
| ☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking | ☑ **Vary groupings** for small group instruction | ☑ **Student Choice:** Implementing student choice as much as possible |
| ☑ **Sensory:** Provide sensory safe zone for student breaks | ☑ **Preview:** Engage students through previewing new material and connecting to prior learning | ☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance |

**Resources/Materials**

| *May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.* |
|---|
| Repertoire (new and old), recording/playback devices, bluetooth speakers |

## **UNIT 5:** Concert Cycle #3- Our Choral Journey

In this unit, students will prepare for a culminating performance at which they will confidently and expressively perform a curated and varied selection of repertoire that showcases their significant growth in vocal technique, musicianship, and expressive interpretation throughout the year. This performance provides opportunities for students to reflect on the impact of music throughout their high school career and examine how they can incorporate those skills in their post secondary lives.

## UNIT 5 DESIRED RESULTS

**ESSENTIAL QUESTION:** *Students will keep considering…*

- ➔ How do performers select repertoire?
- ➔ How does understanding the structure and context of musical works inform performance?
- ➔ How do performers interpret musical works?
- ➔ How do musicians improve the quality of their performance?
- ➔ How do context and the manner in which musical work is presented influence audience response?
- ➔ How do individuals choose music to experience?
- ➔ How does understanding the structure and context of music inform a response?
- ➔ How do we discern musical creators' and performers' expressive intent?
- ➔ How do we judge the quality of musical works and performances?
- ➔ How do musicians make meaningful connections to creating, performing, and responding?
- ➔ How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

**UNIT PRIORITY STANDARDS & LEARNING TARGETS:** *Students will know and be able to…*

***CREATE***

| | |
|---|---|
| | |

***PERFORM***

| | |
|---|---|
| MP2.P.25.h | • I can read and perform advanced rhythm patterns in various meters while keeping a steady tempo and internal pulse.<br>• I can apply my knowledge of a variety of rhythms while rehearsing choral and solo repertoire.<br>• I can sight-sing melodies on solfege using steps, skips, and leaps in the major and minor scale using basic and complex rhythms and meters.<br>• I can identify major key signatures and apply my knowledge by sight-singing melodies in multiple keys.<br>• I can practice and demonstrate an advanced understanding of vocal technique in the context of my repertoire.<br>• I can maintain accurate intonation, adjusting pitch in real-time to achieve a blended and cohesive ensemble sound. |
| MP2.P.26.h | • I can choose dynamics that effectively express the musical intent.<br>• I can interpret the composer's use of articulation markings and how they assist in delivering the piece's musical message<br>• I can demonstrate good breath support and use it to shape phrases as I sing.<br>• I can interpret the style of the piece and adjust my tone, timbre, and vocal quality |
| MP2.P.30.h | • I can apply appropriate rehearsal techniques while working with my choir.<br>• I can listen to and consider feedback from my peers, conductor, and sectional leaders to refine my singing.<br>• I can demonstrate understanding of appropriate balance of melody and harmony within a piece.<br>• I can blend my singing with my section and the full ensemble to create a balanced and cohesive sound.<br>• I can follow the conductor's cues and beat patterns and respond appropriately with my singing. |

***RESPOND***

| | |
|---|---|
| MP3.R.16.h | • I can define expressive markings within my concert and/or solo repertoire<br>• I can evaluate performances of others' and my own to find areas of strength and areas for improvement in future performance.<br>• I can reflect on how strategies used in class affected the performance of a piece.<br>• I can provide constructive feedback to my peers using appropriate musical vocabulary and respect.<br>• I can reflect on feedback from others and use it to improve my singing and musicianship. |

***CONNECT***

| | |
|---|---|
| MP4.Cn.14.h | • I can describe the ways in which a performer's expression, dynamics and stage presence affect the audience's experience.<br>• I can listen and respond to music from a wide range of genres in a culturally authentic manner. |

| | |
|---|---|
| | • I can discuss the role of etiquette and respect between performers and audiences. |

*CAREER DEVELOPMENT*

| | |
|---|---|
| | • I understand employability skills and how technical knowledge and skills influence one's employability and advancement opportunities within various work settings. |

## UNIT 5 ASSESSMENT EVIDENCE

*Performance is evaluated in terms of... Students will show their learning by...*

**Feedback & Scoring Rubric(s) based on Priority Standards**

*Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"*

- Sight Reading Rubric
- Rehearsal Self-Assessment Chart
- Concert Reflection Rubric

| **Performance Assessment Options**<br>*May include, but are not limited to the following:* | **Artistic Process & Career Dev.**<br>*Check all that apply:* | **Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation)**<br>*May include, but are not limited to the following:* |
|---|---|---|
| Sight Reading Factory Monthly Check-Ins | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☐ Career Development | - Sight Reading Factory accounts for each individual student- ability to select appropriate level of difficulty for students' needs and monitor growth throughout the year<br>- Offer hard copy or one on one assessments for students without chromebook access<br>- Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.<br>- Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. |
| Daily Ensemble Self-Reflection | ☐ Creating<br>☑ Performing<br>☑ Responding<br>☐ Connecting<br>☑ Career Development | |
| Whole Group Warm-ups and Sight Reading | ☐ Creating<br>☑ Performing<br>☑ Responding | |

| | | |
|---|---|---|
| | ☑ Connecting<br>☐ Career Development | - Encourage peer critiques using positive, constructive feedback.<br>- Set clear norms for respectful communication and valuing diverse perspectives. |
| Concert Performance- Spring Concert | ☐ Creating<br>☑ Performing<br>☐ Responding<br>☑ Connecting<br>☐ Career Development | |
| Post-performance written concert reflection | ☐ Creating<br>☐ Performing<br>☑ Responding<br>☑ Connecting<br>☐ Career Development | |

**Academic Vocabulary**

*Will include, but are not limited to the following...*

***A review and application of all musical vocabulary learned throughout the year***

**Strategies for Varied Level Learners**

*Consider how the learning will be tailored & flexible to address the interests and learning styles of all students.*

| | | |
|---|---|---|
| ☑ **Vary presentation of new learning**; utilize all three modalities, visual, aural, kinesthetic | ☑ **Vary assessments**; build activities that create evidence of learning that generate feedback through self-assessment, peer assessment, teacher feedback and digital feedback | ☑ **Vary supports and gradual release of supports**; writing notes in, chunking new learning, stickers on keys, rehearsal of procedures for executive functioning |

| | | |
|---|---|---|
| ☑ **Vary pacing,** use a learning management system to allow students to work at their own pace. Use growth as a measure of success | ☑ **Vary size** of assignment, to either simplify or provide challenge, while still focusing on the standard(s) being targeted | ☑ **Create Peer Partnerships/Mentors:** Peer mentors to foster a sense of belonging, verbal cues, physical assistance & other individualized support, |
| ☑ **Vary visuals**; make music larger or bolder, utilize color coding and highlighting, remove non-essential information, practice tracking | ☑ **Vary groupings** for small group instruction | ☑ **Student Choice:** Implementing student choice as much as possible |
| ☑ **Sensory:** Provide sensory safe zone for student breaks | ☑ **Preview:** Engage students through previewing new material and connecting to prior learning | ☑ **Extensions:** Plan extensions; challenge students by transposing to a new key, creating lyrics, explore history, theory, or context of music, composition, peer teaching/mentoring; additional opportunities for advance performance |

**Resources/Materials**

*May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.*

Repertoire (new and old), teacher created warm-ups and group singing exercises, recording/playback devices, bluetooth speakers