

6-8 CHOIR Curricular Document

6-8 CHOIR Information	
CURRICULUM/CONTENT AREA	COURSE LENGTH
Music/ CHOIR	year
GRADE LEVEL	DATE LAST REVIEWED
6-8	Music Comprehensive Program Evaluation, June 2025
PREREQUISITE(s) <i>if applicable</i>	BOARD APPROVAL DATE
NA	February 2026
PRIMARY RESOURCE <i>if applicable</i>	

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Unit 4: Concert Cycle #3: Putting It All Together (Choral Journey?)

X

- Unit Desired Results - Students will confidently and expressively perform a curated selection of repertoire that showcases their significant growth in vocal technique, musicianship, and expressive interpretation throughout the year. The concert will include elements that highlight their journey, such as revisited pieces or student-led reflections.
 - Unit Assessment Evidence
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Course Desired Results

COURSE DESCRIPTION

This course empowers students to express themselves through vocal music while exploring a variety of styles, including classical, pop, jazz, folk, and musical theater. Students build skills in reading, performing, and responding to music, while also studying vocal technique, music theory, and cultural context. Students create, perform, analyze, and connect music to their lives and communities while fostering creativity, independence, and a lifelong connection to music.



MUSIC STANDARDS

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

Students will understand that...

CREATING

- The creative ideas, concepts, and feelings that influence musicians' work emerge from a variety of sources.
- Musicians' creative choices are influenced by their expertise,

ESSENTIAL QUESTIONS

Students will keep considering...

- How do musicians generate creative ideas?
- How do musicians make creative decisions?
- How do musicians improve the quality of their creative work?
- When is creative work ready to share?

context, and expressive intent. • Musicians evaluate, and refine their work through openness to new ideas, persistence, and the application of appropriate criteria. • Musicians' presentation of creative work is the culmination of a process of creation and communication.	
PERFORMING • 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 • Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance. • Performers make interpretive decisions based on their understanding of context and expressive intent. • 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. • 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? • 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?
RESPONDING • Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. • Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music. • Through their use of elements and structures of music, creators and performers provide clues to their expressive intent. • The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.	• 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?
CONNECTING • Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding. • 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? • How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

POSTSECONDARY, CAREER, AND LIFE READINESS

- Music provides pathways to career opportunities, and personal fulfillment throughout life.

- Why is career and life readiness important?
- 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?
- 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
<i>Priority Standard Performance Indicator</i>		MP1.Cr.5.i: <u>Explore</u> rhythmic, melodic, and harmonic phrases.	MP1.Cr.9.m: <u>Develop</u> musical compositions for voices or instruments.	MP1.Cr.13.h: <u>Design</u> and <u>develop</u> musical compositions for voices or instruments.

CREATE Learning Targets:

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

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: <u>Explore</u> and <u>demonstrate</u> an understanding of the elements of music by reading, singing, and/or playing an instrument.	MP2.P.17.m: <u>Rehearse</u> and <u>demonstrate</u> the ability to sing expressively, on pitch, and in rhythm, while using proper technique and maintaining a steady beat.	MP2.P.25.h <u>Rehearse</u> and <u>demonstrate</u> the ability to sing expressively, on pitch, in rhythm, and with proper technique and maintaining a steady beat.

PERFORM Learning Targets:

- I can read and perform rhythms containing quarter notes and quarter rests in simple meter.
- I can read and perform rhythms containing eighth notes and eighth rests in simple meter.
- I can read and perform syncopated rhythms in simple meter.
- I can sight-sing melodies on solfege using steps, skips and leaps in the major scale and simple meter.

- I can identify flat and sharp key signatures using solfege to find Do or the starting note of a sight-singing
- I can practice and demonstrate understanding of vocal technique in the context of my repertoire.
- I can sing with accurate intonation and adjust pitch when necessary within the ensemble
- I can identify and follow my vocal line in a musical score
- I can identify key signatures and time signatures

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

PERFORM Learning Targets:

- I can identify and perform dynamics markings in concert and/or solo repertoire
- I can identify and apply articulation markings as I perform (staccato, legato, accents, etc.)
- I can demonstrate good breath support and use it to shape phrases as I sing.
- I can adjust my tone, timbre, and vocal quality to match the style of the piece

	K-3	3-5	6-8	9-12
<i>Priority Standard Performance Indicator</i>		MP2.P.12.i: <u>Perform</u> as part of an ensemble.	MP2.P.22.m: <u>Perform</u> collaboratively as part of an ensemble, demonstrating well developed ensemble skills.	MP2.P.30.h: <u>Demonstrate</u> 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 and conductor 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
<i>Priority Standard Performance Indicator</i>		MP3.R.7.i: <u>Utilize</u> appropriate music terminology in the <u>evaluation/reflection</u> of music performances.	MP3.R.11.m: <u>Evaluate</u> and <u>critique</u> musical performances, recordings, and compositions using appropriate music terminology and technology.	MP3.R.16.h: <u>Analyze, critique, and evaluate</u> 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 reflect on feedback from the conductor 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
<i>Priority Standard Performance Indicator</i>			MP4.Cn.10.m: <u>Explain</u> how music relates to self, others, and the world using grade- appropriate music vocabulary.	MP4.Cn.14.h: <u>Explain</u> the relationship between performer and audience using grade- appropriate music vocabulary.

CONNECT Learning Targets:

- I can describe the ways in which a performance can affect an audience.
- I can describe the ways in which music affects people.
- I can convey music's impact on me as a musician.
- I can perform music from diverse styles.
- 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.

CAREER CLUSTERS <i>most applicable to this course</i>	☐ 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 ☐ Transportation, Distribution & Logistics
CAREERS <i>students will learn about</i>	Performance & Creative Arts • Professional Singer (soloist, background vocalist, band/ensemble member) • Musical Theater Performer (Broadway, local theater, touring shows) • Choral Director (school, church, community, or professional choirs)

	• Opera Singer • Voiceover Artist (animated films, video games, commercials) • Singer-Songwriter (writes and performs original music) Education & Therapy • Music Teacher (elementary, middle, or high school choir director) • Private Voice Instructor • Music Therapist (uses music to support emotional and physical well-being) • Choir Clinician or Workshop Leader Music Production & Technology • Vocal Producer (coaches and records singers in the studio) • Recording Engineer (specializes in capturing vocal performances) • Sound Designer (for theater, film, or games with vocal elements) • YouTube/TikTok Creator (vocal covers, mashups, tutorials) Music in Media & Entertainment • Film/TV Composer (especially those working with vocal scores) • Music Supervisor (chooses music for movies, TV shows, and commercials) • Casting Director (specializing in vocal talent for musical productions) • Stage Manager or Theater Director (with music-driven shows) Support & Industry Roles • Talent Agent (represents singers and performers) • Concert Promoter or Tour Manager • Music Publisher (helps vocal artists distribute music) • Choral Arranger (writes/edits music for vocal ensembles)
POSTSECONDARY EDUCATION & TRAINING OPTIONS	INDUSTRY RECOGNIZED CREDENTIALS: ☐ DUAL CREDIT OPPORTUNITIES ☐ CAREER BASED LEARNING OPPORTUNITIES ☐

UNIT 1: Discovering Our Musical Voice

Students will develop healthy vocal production techniques and build musical independence through singing a combination of half steps, whole steps, skips and grade appropriate rhythms

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.9.m

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

PERFORM

MP2.P.17.m

- I can read and perform rhythms containing quarter notes/rests, half notes/rests, whole notes/rests, beamed eighth notes and single eighth note/eighth rest
- I can practice and demonstrate understanding of vocal technique in the context of my repertoire.
- I can sing with accurate intonation and adjust pitch when necessary within the ensemble
- I can sight-sing melodies on solfege using steps, skips and leaps in the major scale and simple meter.
- I can identify and follow my vocal line in a musical score.
- I can identify key signatures, time signatures, tempo markings and expressive markings in a music score.

MP2.P.18.m

- I can demonstrate good breath support and use it to shape phrases as I sing.

MP2.P.22.m

- I can blend my singing with my section and the full ensemble to create a balanced and cohesive sound.
- I can demonstrate understanding of appropriate balance of melody and harmony within a piece.
- I can apply appropriate rehearsal techniques while working with my choir.

RESPOND

MP3.R.11.m	I can reflect on feedback from the conductor and use it to improve my singing and musicianship.
CONNECT	
MP4.Cn.10.m	I can describe the ways in which music affects people.
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 <i>Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"</i> Clapping Peer Rubric Album Cover Project Rubric Daily Performance Rubric Sight Singing Rubric		
Performance Assessment Options <i>What does student evidence look like? What is the best way to collect student evidence on the standard? May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Sight Reading Factory Rhythm Level Assessments	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	- Offer multiple ways to learn: - Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. - Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. - Encourage peer critiques using positive, constructive feedback.
Formative: Whole Ensemble Sight Reading	☐ Creating ☒ Performing ☒ Responding	

	☐ Connecting ☐ Career Development	Set clear norms for respectful communication and valuing diverse perspectives.
Short Student Written Compositions	☒ Creating ☐ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Whole Group Warm Ups to Build Technique	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Identify Solfege of a Melody	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ 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, breath support, timbre, tone, solfege, rhythm, time signature, soprano, alto, tenor, baritone, bass, part 1, part 2, score, treble clef, bass clef, measure, measure line, posture, vowel shape, intonation

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

	self-assessment, peer assessment, teacher feedback and digital feedback	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 <i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i>		
teacher created warm ups and group singing exercises		

UNIT 2: Concert Cycle #1 Sharing Our Performance

In this unit, students will prepare for their first performance by utilizing music literacy skills to learn their vocal lines, applying music vocabulary to inform expression and performance quality, responding to conductor feedback to improve and showcasing proper performance etiquette.

UNIT 2 DESIRED RESULTS

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

- 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
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

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

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PERFORM

MP2.P.17.m	● I can identify flat and sharp key signatures using solfege to find Do or the starting note of a sight-singing
MP2.P.18.m	● I can identify and perform dynamics markings in concert and/or solo repertoire ● I can identify and apply articulation markings as I perform (staccato, legato, accents, etc.) ● I can adjust my tone, timbre, and vocal quality to match the style of the piece
MP2.P.22.m	● I can listen to and consider feedback from my peers and conductor to refine my singing. ● I can follow the conductor's cues and beat patterns and respond appropriately with my singing.

RESPOND

MP3.R.11.m	● I can define expressive markings within my concert and/or solo repertoire ● I can reflect on how strategies used in class affected the performance of a piece. ● I can reflect on feedback from the conductor and use it to improve my singing and musicianship.
CONNECT	
MP4.Cn.10.m	● I can perform music from diverse styles. ● 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 <i>Indicate the name of the rubric. Link if possible. Example: "Creating Rubric"</i> ● Concert Reflection Rubric		
Performance Assessment Options <i>What does student evidence look like? What is the best way to collect student evidence on the standard? May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Self evaluation written reflections - pre and post concert	☐ Creating ☐ Performing ☒ Responding ☒ Connecting ☐ Career Development	● Offer multiple ways to learn: ● Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints.
Peer feedback	☐ Creating ☐ Performing	

	☒ Responding ☒ Connecting ☐ Career Development	● Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. ● Encourage peer critiques using positive, constructive feedback. ● Set clear norms for respectful communication and valuing diverse perspectives. ● Differentiation of performance expectations based on individual need and IEP/504 goals as needed ● Extension- opportunities for student leadership/mentorship like peer to peer tutoring, section leader
Whole ensemble progress during rehearsal	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Reflecting on recordings	☐ Creating ☐ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Whole group warm ups and sight-reading	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Sight Reading Factory Rhythm Assessments	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Key Signature and Solfege Assessments	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	
The Winter Concert	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 2 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, breath support, timbre, posture, vowel shape, dynamics (piano, pianissimo, mezzo piano, forte, mezzo forte, fortissimo, crescendo, decrescendo, sforzando, articulations (marcado, accent mark, staccato, legato, phrasing, tempo, cutoffs, entrances, conductor cues, accompanist

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 <i>May include, but are not limited to the following applicable software, digital tools, other tools, IRCs, teacher-created materials, career-based learning activities, etc.</i>		
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 2 DESIRED RESULTS

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

- 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
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

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

CREATE

MP1.Cr.9.m

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

PERFORM

MP2.P.17.m

- I can read and perform syncopated rhythms in simple meter.
- I can sight-sing melodies on solfege using steps, skips and leaps in the major scale and simple meter.
- I can identify flat and sharp key signatures using solfege to find Do or the starting note of a sight-singing
- I can practice and demonstrate understanding of vocal technique in the context of my repertoire.
- I can sing with accurate intonation and adjust pitch when necessary within the ensemble

MP2.P.18.m

- I can identify and perform dynamics markings in concert and/or solo repertoire
- I can identify and apply articulation markings as I perform (staccato, legato, accents, etc.)
- I can demonstrate good breath support and use it to shape phrases as I sing.
- I can adjust my tone, timbre, and vocal quality to match the style of the piece

MP2.P.22.m

- I can apply appropriate rehearsal techniques while working with my choir.
- I can listen to and consider feedback from my peers and conductor 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

MP3.R.11.m

- 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 reflect on feedback from the conductor and use it to improve my singing and musicianship.

CONNECT

MP4.Cn.10.m	● I can convey music's impact on me as a musician. ● I can perform music from diverse styles. ● 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" ● Concert Reflection Rubric		
Performance Assessment Options <i>What does student evidence look like? What is the best way to collect student evidence on the standard? May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Self evaluation written reflections - pre and post concert	☐ Creating ☐ Performing ☒ Responding ☒ Connecting ☐ Career Development	● Offer multiple ways to learn: ● Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. ● Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. ● Encourage peer critiques using positive, constructive feedback.
Peer feedback	☐ Creating ☐ Performing ☒ Responding ☒ Connecting ☐ Career Development	
Whole ensemble progress during rehearsal	☐ Creating	

	☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	Set clear norms for respectful communication and valuing diverse perspectives.
Reflecting on recordings	☐ Creating ☐ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Whole group warm ups and sight-reading	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Sight Reading Factory Rhythm Assessments	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Key Signature and Solfege Assessments	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Choirpalooza	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 3 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

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

a capella, vocal registers (chest voice, head voice, belting, falsetto), syncopation, pop music form (verse, chorus, bridge), arrangement, beat boxing

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.

teacher created warm ups and group singing exercises, repertoire, recording and playback devices

UNIT 4: 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 music has had on their time in middle school, to witness their growth and to imagine how music will continue to shape their life into high school and beyond.

UNIT 4 DESIRED RESULTS

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

- 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
- Analyzing creators' context and how they manipulate elements of music provides insight into their intent and informs performance.
- Performers make interpretive decisions based on their understanding of context and expressive intent.
- 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.
- 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.
- Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes.
- Response to music is informed by analyzing context (social, cultural, and historical) and how creators and performers manipulate the elements of music.
- Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.
- The personal evaluation of musical works and performances is informed by analysis, interpretation, and established criteria.
- Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.
- Understanding connections to varied contexts and daily life enhances musicians' creating, performing, and responding

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

CREATE

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PERFORM

MP2.P.18.m	● I can identify and perform dynamics markings in concert and/or solo repertoire ● I can identify and apply articulation markings as I perform (staccato, legato, accents, etc.) ● I can adjust my tone, timbre, and vocal quality to match the style of the piece
MP2.P.22.m	● I can listen to and consider feedback from my peers and conductor to refine my singing. ● I can follow the conductor's cues and beat patterns and respond appropriately with my singing.

RESPOND

MP3.R.11.m	● 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 reflect on feedback from the conductor and use it to improve my singing and musicianship.
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CONNECT

MP4.Cn.10.m	● I can convey music's impact on me as a musician. ● I can describe the ways in which a performance can affect an audience. ● I can describe the ways in which music affects people.
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CAREER DEVELOPMENT

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

- [Concert Reflection Rubric](#)

Performance Assessment Options <i>What does student evidence look like? What is the best way to collect student evidence on the standard? May include, but are not limited to the following:</i>	Artistic Process & Career Dev. <i>Check all that apply:</i>	Engagement for All: Differentiation Strategies/ Strategies for Access & Extension (aka- Multiple Means of Representation) <i>May include, but are not limited to the following:</i>
Self evaluation written reflections - pre and post concert	☐ Creating ☐ Performing ☒ Responding ☒ Connecting ☐ Career Development	• Offer multiple ways to learn: • Scaffold tasks: Break down complex assignments into smaller, manageable steps with clear checkpoints. • Adjust for skill levels: Let students choose beginner, intermediate, or advanced versions of a task. • Encourage peer critiques using positive, constructive feedback. • Set clear norms for respectful communication and valuing diverse perspectives.
Peer feedback	☐ Creating ☐ Performing ☒ Responding ☒ Connecting ☐ Career Development	
Whole ensemble progress during rehearsal	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Reflecting on recordings	☐ Creating ☐ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Whole group warm ups and sight-reading	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	

Sight Reading Factory Rhythm Assessments	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	
Key Signature and Solfege Assessments	☐ Creating ☒ Performing ☒ Responding ☐ Connecting ☐ Career Development	
Spring Concert	☐ Creating ☒ Performing ☐ Responding ☐ Connecting ☐ Career Development	

UNIT 4 LEARNING PLAN RESOURCES

How will learning be relevant, accessible & engaging?

Academic Vocabulary

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

A review and application of all 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
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☒ 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
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