Choir Scope and Sequence Grade 6 - 12

The Scope and Sequence document represents an articulation of what students should know and be able to do. The document supports teachers in knowing how to help students achieve the goals of the standards and to understand each standard conceptually. It should be used as a tool to assist in planning and implementing a high-quality instructional program.

- The units provide a snapshot of instruction across a year.
- The unpacking section contains rich information and examples of what the standards and benchmarks mean.
- The progressions provide valuable information for pre-assessment as well as information on what follows.

Music Standards

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music.

Standard 2: Learners will demonstrate the ability to read and notate music.

Standard 3: Learners will respond to music by listening, analyzing, and describing.

Standard 4: Learners will create music within specified guidelines.

*Please note: Choir is offered as an elective for the duration of one year in Middle School, and one semester in High School. Students may elect the course as many years/semesters as their schedule permits.

Choir Scope and Sequence Grade 6 - 12

In Middle School, all Grade 6 students join Beginning Choir. Grade 7 students may join either Beginning or Advanced Choir depending on previous experience. All grade 8 students join Advanced Choir regardless of previous experience. In high school, all students may take Choir in the first semester. Students who choose to continue into second semester will receive an advanced ensemble experience.

The Units shown below are the current offerings for Grades 6 – 12 Choir.

Grade 6-12 Choir Units

Unit 1	Unit 2	Unit 3
Vocal Technique	Music Literacy	Performance Skills & Artistic Awareness

Standard 1: Learners will sing or play on instruments, alone or with others, a varied repertoire of music				
Benchmarks	**Performance Indicators**			
	Beginning MS Choir	**Advanced MS Choir**	**HS Choir, Sem. 1**	**HS Choir, Sem. 2**
1.1 Perform with appropriate technique on instrument or with voice accurately and independently, alone and in large ensembles				
a. Perform with good posture and good singing position	- Sit and stand with good posture when singing: tall, balanced, relaxed, engaged.	- Sit and stand with good posture when singing: tall, balanced, relaxed, engaged.	- Sit and stand with good posture when singing: tall, balanced, relaxed, engaged.	- Sit and stand with good posture when singing: tall, balanced, relaxed, engaged.
b. Demonstrate good breath control	- Breathe silently and at the ends of appropriate phrases.	- Breathe silently and at the ends of appropriate phrases.	- Breathe silently and at the ends of appropriate phrases.	- Breathe silently and at the ends of appropriate phrases.
c. Demonstrate appropriate tone quality	- Sing with clear, supported tone in *forte* and *piano*	- Sing with a clear, supported tone in all dynamic levels	- Sing with a clear, supported tone in all dynamic levels	- Sing with a clear, supported, and resonant tone in all dynamic levels.
d. Demonstrate an understanding of articulation and diction	- Sings with clear articulation. Vowels are round and consonants properly articulated.	- Sings with clear articulation. Can aurally identify and address diction issues in a line of music.	- Sings with clear articulation. Vowels are round and consonants properly articulated.	- Sings with clear articulation. Can aurally identify and address diction issues in a line of music.
e. Demonstrate the ability to perform within an age appropriate pitch range	- Sing all the notes of a one octave scale three major/minor keys. - Sing repertoire parts that have a range of a 5th to an octave.	- Sing all the notes of a one octave scale in four major / minor keys. - Sing repertoire parts that have a range of a 5th to an octave.	- Sing all of the notes of a one octave scale in five major / minor keys. - Sing repertoire parts that have a range of an octave or more.	- Sing all the notes of a two octave scale. - Sing repertoire parts that have a range of an octave or more.

Standard 2:
Learners will demonstrate the ability to read and notate music

Benchmarks	Performance Indicators			
	Beginning MS Choir	**Advanced MS Choir**	**HS Choir, Sem. 1**	**HS Choir, Sem. 2**
2.1 Read rhythms and pitch separately and in conjunction with each other				
a. Read whole, half, quarter, eighth, sixteenth, dotted notes, tuplets and rests in simple and compound meter signatures	- Sight-read a rhythm in simple meter composed of half, quarter, and eighth notes and rests.	- Sight read a rhythm in simple meter composed of whole, half, quarter, eighth, and sixteenth notes and rests.	- Sight read a rhythm in simple meter composed of whole, half, quarter, eighth, and sixteenth notes and rests.	- Sight read a rhythm in simple and compound meter composed of whole, half, quarter, eighth, and sixteenth notes and rests.
b. Read pitches accurately within major and minor keys	- Sight-read on solfege a step-wise melody in a major key. - Name the notes of the treble and bass clefs.	- Sight-read on solfege a melody in a major key that moves by step and by jumps of a third or a fifth. - Identify and name DO for major key signatures up to 5 sharps and flats.	- Sight-read on solfege a melody in a major and/or minor key that moves by step and by jumps of a third or a fifth. - Identify and name DO for all major key signatures.	- Sight-read a melody in a major and/or minor key that moves by step or leap of up to an octave. - Identify and name DO for all major and minor key signatures.
c. Read and produce rhythm and pitch with a steady beat	- Identify the pulse. Echo rhythmic and/or solfege patterns within the pulse. - Sight-read while maintaining a steady pulse.	- Identify the pulse. Echo rhythmic and/or solfege patterns within the pulse. - Sight-read while maintaining a steady pulse.	- Identify the pulse. Echo rhythmic and/or solfege patterns within the pulse. - Sight-read while maintaining a steady pulse.	- Identify the pulse. Echo rhythmic and/or solfege patterns within the pulse. - Sight-read while maintaining a steady pulse.
2.2 Identify symbols and traditional music terms referring to dynamics, tempo, articulation, and expression and interpret them correctly when performing				
a. Can name or define musical terms, symbols and abbreviations	- Identify and define clef, repeat signs, 1st and 2nd endings, D.C. al Fine, *p, mp, mf, f*, crescendo, and decrescendo.	- Identify and define (in addition to Beginning Choir indicators), *pp-ff*, staccato, legato, accelerando.	- Identify and define (in addition to MS Choir indicators) common time /cut time, solo, tutti, unison.	- Identify and define (in addition to HS SEM 1 indicators) sforzando piano, andante, and rallentando.

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b. Can illustrate convincingly the meaning of musical terms, symbols and abbreviations by means of performance	- Perform 1st and 2nd endings, repeat signs, dynamic markings, and D.C al Fine.	- Perform (in addition to Beginning Choir indicators) staccato, legato, and accelerando.	- Perform (in addition to MS Choir indicators) solo, tutti, unison.	- Perform (in addition to HS SEM 1 indicators) sforzando piano, andante, and rallentando.
2.3 Use standard symbols to notate meter, rhythm, pitch and dynamics				
a. Use standard notation to record their musical ideas and the musical ideas of others	- Use level-appropriate rhythm & pitch notation to record musical ideas.	- Use level-appropriate rhythm & pitch notation to record musical ideas.	- Use level-appropriate rhythm & pitch notation to record musical ideas. - Add dynamic markings to compositions	- Use level-appropriate rhythm & pitch notation to record musical ideas. - Add tempo, expression, and dynamic markings to compositions.

Standard 3: Learners will respond to music by listening, analyzing, and describing				
Benchmarks	**Performance Indicators**			
	Beginning MS Choir	**Advanced MS Choir**	**HS Choir, Sem.1**	**HS Choir, Sem. 2**
3.1 Use appropriate terminology to describe specific musical events				
a. Recognize and demonstrate understanding of the use of melody.	- Identify and perform both unique and repeated melodic ideas.	- In addition to previous expectations, correctly apply the terms: ascending, descending, modulation, theme, ostinato.	- In addition to previous expectations, correctly apply the terms: ascending, descending, modulation, theme, ostinato.	- In addition to previous expectations, correctly apply the terms: ascending, descending, modulation, theme, ostinato.
b. Recognize and demonstrate understanding of the use of rhythm and meter	- Describe and perform the difference between pulse and meter	- In addition to previous expectations, correctly apply the terms: accent, syncopation, up-beat, triple meter, duple meter, compound meter.	- In addition to previous expectations, correctly apply the terms: mixed meter, metric shift, homophony, and polyphony.	- In addition to previous expectations, correctly apply the terms: mixed meter, metric shift, homophony, and polyphony.
3.2 Analyze the use of elements of music in aural examples representing diverse genres and cultures				
a. Recognize various musical styles	- Aurally Identify and discuss differences in musical styles using terms such as: tone, melody, harmony, instrumentation.	- Aurally Identify and discuss differences in musical styles using terms such as: tone, melody, harmony, instrumentation, articulation.	- Aurally Identify and discuss differences in musical styles using terms such as: tone, melody, harmony, instrumentation, and articulation.	- Aurally Identify and discuss differences in musical styles using terms such as: tone, melody, harmony, instrumentation, and articulation.
b. Recognize the medium, form, melody, rhythm, texture and setting of music from different cultures	- Aurally analyse, discuss, and perform the music of at least two different cultures (one African).	- Aurally analyse, discuss, and perform the music of three different cultures (at least one African).	- Aurally analyse, discuss, and perform the music of three or more different cultures (at least one African and one western classical).	- Aurally analyse, discuss, and perform the music of three or more different cultures (at least one African and one western classical).

Standard 4: Learners will create music within specified guidelines				
Benchmarks	**Performance Indicators**			
	Beginning MS Choir	**Advanced MS Choir**	**HS Choir, Sem. 1**	**HS Choir, Sem. 2**
4.1 Create and arrange music within specified guidelines				
a. Use current notation skills to create original musical ideas	- Notate an original melody and rhythm.	- Notate an original melody and rhythm.	- Notate an original melody and rhythm.	- Notate and original melody, harmony, and rhythm.
b. Arrange simple pieces for voices and instruments other than those for which the pieces were written	N/A	N/A	- Work collaboratively to arrange a known song for a cappella voices and percussion.	- Work collaboratively to arrange a known song for a cappella voices and percussion.
4.2 Use a variety of sound sources when composing				
a. Are able to incorporate a variety of traditional and nontraditional sounds and electronic media in their creations	- Compose using voice and percussion.	- Compose using two voices and percussion.	- Compose using two to three voices and percussion.	- Compose using three or more voices, percussion, and at least one other instrument.
4.3 Improvise within specified guidelines				
a. Improvise "answers" in the same style to given rhythmic and melodic phrases	- Improvise using body and vocal percussion	- Improvise using body & vocal percussion - Improvise short melodic phrases	- Improvise short melodic, harmonic, and rhythmic ostinati.	- Improvise melodic and harmonic lines - Improvise rhythmic ostinato accompaniments.
b. Improvise rhythmic variations and melodic embellishments on familiar melodies	- Improvise rhythmic variations to a known pattern.	- Improvise rhythmic and melodic variations to a known song.	- Improvise rhythmic and melodic variations and embellishments to a known song.	- Improvise rhythmic and melodic variations and embellishments to a known song.