

Stockton Unified School District
Curriculum Map

Music

Beginning Choir Grades 6-8

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
3	<p>First Six Weeks</p> <p>II. ANALYSIS/RESPONSE</p> <ul style="list-style-type: none"> A. Rehearsal/Performance Expectations <ul style="list-style-type: none"> 1. Materials and equipment B. Rehearsal Schedule <ul style="list-style-type: none"> 1. Practice habits C. Performance Schedule <ul style="list-style-type: none"> 1. Designated schedule D. Vocal Health <ul style="list-style-type: none"> 1. Proper singing condition E. Ensemble <ul style="list-style-type: none"> 1. Unison music – Level 1 F. Listening and Evaluation <ul style="list-style-type: none"> 1. Criticism 2. Discussion 		EM1 pp. 28-30, 36	<u>Health/Lifetime Wellness:</u> prevention
1, 2, 5	<p>Second Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <ul style="list-style-type: none"> A. Music Reading/Vocabulary <ul style="list-style-type: none"> 1. Grand staff 2. Repeat sign 3. Slurs 4. Breath marks 5. A cappella 6. Accent B. Posture <ul style="list-style-type: none"> 1. Correct standing body posture 	<p>EM1 pp. 74-76 Oral or written test</p> <p>EM1 p. 16</p>	<p>EM1 pp. 7, 12, 36, 67, 72, 92</p> <p>EM1 pp. 5, 10</p>	<u>Language Arts:</u> organizing and displaying information

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EM1 = Essential Musicianship – Book 1 RESOURCE KEY

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3	<p>Second Six Weeks</p> <ul style="list-style-type: none"> 2. Correct seated body posture C. Proper Procedure for Music Practice <ul style="list-style-type: none"> 1. Proper warm-up 2. Assigned music and exercises 3. Problem areas vs. whole piece D. Articulation of Vowels <ul style="list-style-type: none"> 1. A relaxed jaw 2. A vertical mouth shape 3. Space inside your mouth E. Music Notation and Usage <ul style="list-style-type: none"> 1. Whole note/whole rest 2. Half note/half rest 3. Quarter note/quarter rest F. Tone Quality <ul style="list-style-type: none"> 1. Air intake 2. Shape of mouth 3. Flow from lungs II. ANALYSIS/RESPONSE <ul style="list-style-type: none"> A. Rehearsal/Performance Expectations <ul style="list-style-type: none"> 1. Materials and equipment B. Rehearsal Schedule <ul style="list-style-type: none"> 1. Participation in designated schedules C. Performance Schedule <ul style="list-style-type: none"> 1. Participation in designated schedules D. Vocal Health <ul style="list-style-type: none"> 1. Proper singing condition E. Ensemble <ul style="list-style-type: none"> 1. Performance of unison music – Level 1 F. Listening <ul style="list-style-type: none"> 1. Themes and variations 	<p>Oral or written test EM1 pp. 16, 74-76</p>	<p>EM1 pp. 9, 14, 52-53, 69-70</p> <p>EM1 pp. 11, 22-23, 31-32</p> <p>EM1 p. 7</p> <p>EM1 pp. 10-11</p> <p>EM1 pp. 31-40</p>	<p><u>Health/Lifetime Wellness:</u> prevention</p> <p><u>Math:</u> addition, calculation, fractions</p> <p><u>Health/Lifetime Wellness:</u> respiratory system <u>Science:</u> systems</p> <p><u>Health/Lifetime Wellness:</u> decisions, cause and effect</p>

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1, 2, 5	<p>Third Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Repeat sign 2. Repeat measure 3. 1st and 2nd endings 4. D. C. al fine 5. Dal segno 6. Phrase 7. Unison 8. Melody 9. Harmony 10. Rhythm 11. Key signatures <p>B. Dynamic Markings</p> <ol style="list-style-type: none"> 1. Piano (p) 2. Forte (f) 3. Pianissimo (pp) 4. Fortissimo (ff) 5. Mezzo Piano (mp) 6. Mezzo Forte (mf) <p>C. Key Signatures (functions)</p> <ol style="list-style-type: none"> 1. Flat 2. Sharp 3. Natural 4. Location of tonic (or "1" or "Do") 5. Order of flats 6. Order of sharps 	<p>EM1 pp. 43, 75</p>	<p>EM1 pp. 67, 129</p> <p>EM1 pp. 15, 49, 58</p> <p>EM1 pp. 33-35, 45, 54-55, 64-68, 121-123</p>	<p><u>Language Arts</u>: expressive qualities, reading comprehension</p> <p><u>Foreign Language</u>: Italian terms</p> <p><u>Science</u>: volume</p> <p><u>Math</u>: ratio, distance, number systems</p>

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<p>3</p> <p>4</p>	<p>Third Six Weeks</p> <p>D. Articulation</p> <ol style="list-style-type: none"> 1. Accented notes 2. Slurs, as they relate to text <p>E. Range</p> <ol style="list-style-type: none"> 1. Singing scales <p>F. Meter</p> <ol style="list-style-type: none"> 1. Time signature 2. Rhythm counting (aloud) <p>G. Intonation</p> <ol style="list-style-type: none"> 1. Proper intonation/posture 2. Proper intonation/mouth and tongue position 3. Proper intonation/breath support 4. Proper intonation/uniformity of vowels <p>H. Phrase</p> <ol style="list-style-type: none"> 1. Phrase – beginning and ending 2. Phrase – with a Vocal Music Level 1 music selection <p>II. ANALYSIS/RESPONSE</p> <p>A. Rehearsal Schedule</p> <ol style="list-style-type: none"> 1. Practice required music <p>B. Performance</p> <ol style="list-style-type: none"> 1. Participation 2. Proficiency 3. Non-notated rhythm <p>C. Listening</p> <ol style="list-style-type: none"> 1. Theme and variations 2. Improvisations <p>III. HISTORY/CULTURE</p> <p>A. Musical Styles</p> <ol style="list-style-type: none"> 1. Monophonic music 	<p>EM1 pp. 107-108</p>	<p>EM1 p. 36</p> <p>EM1 p. 12</p> <p>EM1 pp. 41-42</p> <p>EM1 pp. 33-40, 87-106</p> <p>EM1 pp. 36, 47</p>	<p><u>Science</u>: sound vibration</p> <p><u>Science/Health/Lifetime Wellness</u>: skeletal system, muscular system, circulatory system</p> <p><u>Social Studies</u>: historical/cultural context</p>

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1, 2, 5	<p>Fourth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Pick-up notes 2. Single tone (effects) 3. Tempo markings 4. Fermata <p>B. Dynamics</p> <ol style="list-style-type: none"> 1. Crescendo (cres.) 2. Diminuendo (dim.) 3. Ritardando (rit.) 4. Accelerando (accel.) <p>C. Music Notation and Usage</p> <ol style="list-style-type: none"> 1. Dotted half note 2. Eighth note/eighth rest 3. Dotted quarter note <p>D. Scales and Intervals</p> <ol style="list-style-type: none"> 1. Major scale 2. Half step, whole step patterns 3. Tonic chord (major scales) <p>E. Beat Pattern</p> <ol style="list-style-type: none"> 1. Time signatures (basic) 2. Conductor's beat pattern 	<p>EM1 pp. 43, 153</p> <p>Em1 pp. 138, 147-151</p>	<p>EM1 pp. 64, 67</p> <p>EM1 pp. 53, 67</p> <p>EM1 pp. 121, 132-136</p> <p>EM1 pp. 33-35, 54-61, 81-86, 97-106</p>	<p><u>Foreign Language</u>: Italian terms</p> <p><u>Math</u>: addition, fractions, calculations</p> <p><u>Math/Science</u>: calculation, deduction</p> <p><u>Math</u>: fractions, patterns</p>

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<p>3</p> <p>4</p> <p>1, 2, 5</p>	<p>Fourth Six Weeks</p> <p>II. ANALYSIS/RESPONSE</p> <p>A. Rehearsal/Performance Expectations</p> <p> 1. Materials and equipment</p> <p>B. Rehearsal Schedule</p> <p> 1. Practice habits</p> <p>C. Performance Schedule</p> <p> 1. Participation</p> <p> 2. Dictated songs with variations</p> <p>D. Accompaniment</p> <p> 1. Imitation and improvisation</p> <p>E. Ensemble</p> <p> 1. Unison music – Level 2</p> <p>F. Listening and Evaluation</p> <p> 1. Criticism</p> <p> 2. Discussion</p> <p>III. HISTORY/CULTURE</p> <p>A. Musical Styles – Art Songs</p> <p> 1. Identification and performance</p> <p>Fifth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <p> 1. Tempo</p>	<p style="text-align: center; font-size: 48px; opacity: 0.3;">DRAFT</p>	<p>EM1 pp. 79-80</p> <p>EM1 pp. 47, 67-68</p> <p>EM1 pp. 53-68, 76-78, 121-123</p>	<p><u>History</u>: historical context, cultural context</p> <p><u>Language Arts</u>: reading comprehension</p>

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4	<p>Sixth Six Weeks</p> <p>D. Ensemble 1. Proficient performance</p> <p>E. Listening and Evaluation 1. Video of this choral ensemble 2. Good vs. bad</p> <p>III. HISTORY/CULTURE</p> <p>A. Musical Styles - Classical 1. Identification and performance</p>		EM1 pp. 26, 47	<p><u>Social Studies</u>: historical/ cultural context</p>

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