

Stockton Unified School District
Curriculum Map

Music

Chamber Choir Grades 9-12

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>3, 4</p> <p>3, 4</p>	<p>First Six Weeks</p> <p>II. ANALYSIS/RESPONSE</p> <p>A. Music Theory/Vocabulary</p> <ol style="list-style-type: none"> 1. Treble and bass staves 2. Notation 3. Rhythms 4. Dynamics pp through ff 5. Tempo indicators <p>B. Properties of Vocal Technique</p> <ol style="list-style-type: none"> 1. Body alignment 2. Breathing technique 3. Advanced vocalizes <p>C. Sight Reading (Advanced)</p> <ol style="list-style-type: none"> 1. Moderately difficult rhythms 2. Melodies with intervals up to a perfect 5th <p>D. Choral Performance</p> <ol style="list-style-type: none"> 1. Complex canons and rounds 2. Literature in four or more parts 3. Intervals, melodic and harmonic, to an octave 4. Ensemble singing <p>E. Critical Listening/Evaluation</p> <ol style="list-style-type: none"> 1. Complex canons and rounds 2. Choral literature being studied <p>III. HISTORY/CULTURE</p> <p>A. Music History/Literature</p> <ol style="list-style-type: none"> 1. Choral music (sung and heard) <p>B. World Cultures</p> <ol style="list-style-type: none"> 1. Choral music (sung and heard) <p>C. Interdisciplinary Aspects</p> <ol style="list-style-type: none"> 1. Choral music being studied (sung and heard) 	<p>Written music theory skills test(s)</p> <p>Visual and aural assessment</p> <p>Aural assessment</p> <p>Performance assessment</p> <p>Written and verbal assessment</p> <p>Group involvement</p> <p>Classroom discussion with verbal and written assessment</p>	<p>See I. Performance Skills (above)</p> <p>EEC, EM, and ER outline the historical/cultural info on every choral selection</p>	<p><u>Math</u>: fractions, ratios</p> <p><u>Biology/Anatomy</u>: body parts/function, muscle condition</p> <p><u>Physics</u>: sound, resonance</p> <p><u>Social Studies</u>: historical periods</p> <p><u>Art</u>: elements of art/music</p> <p><u>Language Arts</u>: expressive qualities of literature, poetry, lyrics</p>

EM1 = Essential Musicianship – Book 1

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<p>1, 2, 3, 5</p> <p>3, 4</p>	<p style="border: 1px solid black; padding: 2px; display: inline-block;">Second Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Names of major keys and their content 2. Circle of Fifths <p>B. Vocal Technique</p> <ol style="list-style-type: none"> 1. Formation and importance of uniform vowels 2. Execution of consonants (voiced and unvoiced) 3. Execution of diphthongs <p>C. Sight Reading (Advanced)</p> <ol style="list-style-type: none"> 1. Interval practice: 2nds, 3rds, 6ths, and 7ths (major and minor) 2. Perfect intervals in augmented and diminished forms 3. Execute dotted rhythm patterns 4. Melodies using all intervals 5. Triad singing, melodically and harmonically <p>D. Choral Performance</p> <ol style="list-style-type: none"> 1. Literature in four or more parts (Level 4 and above) 2. West Tennessee Honor Choir literature 3. Octet performance <p>II. ANALYSIS/RESPONSE</p> <p>A. Music Theory/Vocabulary</p> <ol style="list-style-type: none"> 1. Names and contents of major keys/scales 2. Circle of Fifths <p>B. Vocal Technique</p> <ol style="list-style-type: none"> 1. Vowel formation and importance 2. Production of consonants 3. Production of diphthongs 	<p>Written and verbal assessment</p> <p>Visual and aural assessment</p> <p>Aural assessment</p> <p>Peer group participation and assessment Performance</p> <p>Written Music Theory Skills Test</p> <p>Visual and Aural Assessment</p>	<p>Teacher made instruction/worksheets Various music theory textbooks Teaching Choral Concepts: pp.183-251, 370-388 EM: EE 6, 7, 8, 9</p> <p>EEC level (TE): p. 36 Winning Rhythms Book 1 The Sight-singer v. 1 Melodia I-II</p> <p>Choral Connections Levels 1, 2, 3, 4 Essential Repertoire Levels 1, 2 Various octavos</p> <p>See I. Performance Skills (above)</p>	<p><u>Math</u>: mathematics relationships</p> <p><u>Biology/Anatomy</u>: body parts, functions, muscle condition</p> <p><u>Physics</u>: sound, resonance</p> <p><u>Math</u>: mathematics relationships</p> <p><u>Biology/Anatomy</u>: body parts, functions, muscle condition</p> <p><u>Physics</u>: sound, resonance</p> <p><u>English/Language Arts</u>: phonological awareness</p>

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3, 4	<p>Second Six Weeks</p> <p>C. Sight Reading 1. All intervals 2. Dotted rhythms 3. Melodies using all intervals 4. Harmonic and melodic practice of major and minor triads</p> <p>D. Choral Performance 1. Literature – Level 4 or above 2. West Tennessee Honor Choir literature 3. Octet performance</p> <p>E. Critical Listening/Evaluation 1. Adjudication - rubrics</p> <p>III. HISTORY/CULTURE</p> <p>A. Music History/Literature 1. Choral music being studied (heard and sung)</p> <p>B. World Cultures 1. Choral music being studied (heard and sung)</p> <p>C. Interdisciplinary Aspects 1. Choral music being studied (heard and sung)</p>	<p>Aural Assessment</p> <p>Performance Assessment</p> <p>Written and Verbal Assessment Group Involvement</p> <p>EED, EM, and ER: historical/cultural information on every choral selection</p>		<p><u>Social Studies</u>: historical context, cultural context</p>

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3, 4	<p>Third Six Weeks</p> <p>C. Sight Reading (Advanced)</p> <ol style="list-style-type: none"> 1. Rhythmic syncopation 2. Difficult rhythm patterns 3. Names/values of rests 4. Melodies with intervals up to an octave <p>D. Choral Performance</p> <ol style="list-style-type: none"> 1. Literature, accompanied and a cappella <p>E. Critical Listening/Evaluation</p> <ol style="list-style-type: none"> 1. Critiquing <p>III. HISTORY/CULTURE</p> <p>A. Musical Periods</p> <ol style="list-style-type: none"> 1. Historically accurate performance 	<p>Aural assessment</p> <p>Performance assessment</p> <p>Written and verbal assessment</p> <p>Group involvement</p> <p>Class discussion</p> <p>Verbal and written assessment</p> <p>Written essay/project</p>	<p>EEC, EM, and ER outline historical and cultural information on every choral selection</p>	<p><u>Language Arts</u>: expressive qualities, literature</p>
1, 2, 3, 5	<p>Fourth Six Weeks</p> <p>I. PERFORMANCE SKILLS</p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> 1. Melodic and harmonic performance of intervals up to an octave 2. Melodic and harmonic performance of triads (augmented and diminished) 	<p>Aural assessment</p>	<p>TSS Volume 1</p>	<p><u>Math</u>: numeric relationship</p>

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3, 4	<p>Fourth Six Weeks</p> <p>III. HISTORY/CULTURE A. Choral Styles 1. Historically accurate performance</p>	<p>Written and aural assessment Peer group involvement Multi-media project or presentation</p>	<p>EED, EM, and ER outline historical and cultural information on every selection</p>	<p><u>Social Studies</u>: history and characteristics of various music styles</p>
1, 2, 3, 5	<p>Fifth Six Weeks</p> <p>I. PERFORMANCE SKILLS A. Music Reading/Vocabulary 1. Names and content of minor key/scales B. Vocal Technique 1. Advanced vocalizes C. Sight Reading (Advanced) 1. Advanced changing/mixed meters 2. Sight read in four or more parts choral literature in Levels 5 and 6 D. Choral Performance 1. Advanced choral literature with multiple-divisi parts 2. West Tennessee Choral Festival literature 3. Duets or trios</p>	<p>Written and aural assessment Aural performance assessment Aural performance assessment Performance assessment</p>	<p>Teacher made worksheets Various music theory texts TSS Volume 2 SW Books 1 and 2 TRSS Volume 1 and 2 Melodia I-II CC Levels 3 and 4 ER Levels 3 and 4 Various octavos</p>	<p><u>Math</u>: numeric relationship <u>Biology</u>: body parts, functions <u>Physics</u>: sound, resonance</p>
3, 4	<p>II. ANALYSIS/RESPONSE A. Music Theory/Vocabulary 1. Minor keys/scales B. Vocal Technique 1. Advanced vocalizes C. Sight Reading (Advanced) 1. Advanced changing/mixed meters 2. Music in four or more parts from Levels 4, 5, and 6</p>			<p><u>Social Studies</u>: historical context, cultural context</p>

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