

First Six Weeks**I. PERFORMANCE SKILLS****A. Music Reading/Vocabulary**

1. Identify, define, sing, play, and say (or clap) rhythm
 - a. Quarter notes
 - b. Half notes
 - c. Whole notes
 - d. Whole rests
 - e. Half rests
 - f. Quarter notes
2. Identify, write, play, and sing major scales
3. Identify and write notes on the staff
 - a. Treble clef notes
 - b. Bass clef notes
4. Identify, define, demonstrate, and write vocabulary
 - a. Staff
 - b. Grand staff
 - c. Treble (or G) clef
 - d. Bass (or F) clef
 - e. Diaphragmatic breathing
5. Define "jazz" and "the key elements of jazz" – syncopation and improvisation

B. Vocal Technique

1. Demonstrate an understanding of correct posture, breathing, and tone
 - a. Inhalation
 - b. Exhalation
 - c. Release
 - d. Diaphragmatic breathing
 - e. Usage of the corners of the mouth for "ee" and "eh"
 - f. Usage of the relaxed jaw
2. Demonstrate an understanding of improvisation and syncopation

C. Basic Movement

1. Accurately demonstrate nonlocomotor/axial movements (such as bend, twist, stretch, swing)
2. Accurately demonstrate eight basic locomotor movements (such as walk, run, hop, jump, leap, gallop, slide, and skip) traveling forward, backward, sideward, diagonally, and turning

D. Goals for Improvement

1. Identify at least three personal goals to improve themselves as dancers

E. Healthy Practices

1. Explain how healthy practices (such as nutrition, safety) enhance their ability to dance, citing multiple examples

II. ANALYSIS/RESPONSE**A. Performance in the Key of C**

1. Demonstrate the ability to sing or play in the key of C

B. Unison Sight Reading in the Key of C

1. Demonstrate the ability to sightread in unison in the key of C

C. Order of Whole and Half Steps in a Major Scale

1. Write the order of whole and half steps in a major scale

First Six Weeks

- D. C Major Scale
 - 1. Write a C major scale in treble and bass clef
- E. Half and Whole Steps
 - 1. Sing half and whole steps
 - 2. Identify and write half and whole steps
- F. Rhythms – Whole Notes and Rests, Half Notes and Rests, and Quarter Notes and Rests
 - 1. Say or clap rhythms using whole notes and rests, half notes and rests, and quarter notes and rests
- G. Listening and Evaluation
 - 1. Listen to recordings of choral ensembles
 - 2. Critique the performance, using judges' sheets from local festivals
 - 3. Listen to recordings of jazz bands of the swing era, such as bands led by Benny Goodman, Benny Carter, Bob Crosby, Jimmy Dorsey, Tommy Dorsey, Woody Herman, Earl Hines, Andy Kirk, Jimmy Lunceford, Glenn Miller, Chick Webb, and Stan Kenton.
 - 4. Listen to recordings of jazz vocalists, such as Mildred Bailey, Ella Fitzgerald, Billie Holiday, Nat "King" Cole, Carmen McRae, and Sarah Vaughan

III. HISTORY/CULTURE

- A. Choral SATB Music Score
 - 1. Demonstrate the knowledge of reading and singing using a choral SATB music score reflecting historical/cultural influences
- B. Jazz
 - 1. Demonstrate the knowledge of "jazz" by aural recognition

Second Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify, define, and write ledger notes
 - 2. Identify, define, and write sharps
 - 3. Identify, define, and write flats
 - 4. Identify, define, and write melodic intervals
 - 5. Identify, define, and write a melody
 - 6. Identify, define, and write a harmony to a given melody
 - 7. Identify, define, and demonstrate the knowledge of an ensemble
 - 8. Identify, define, and demonstrate the knowledge of dynamics
 - 9. Identify, define, and demonstrate the knowledge of "pianoforte"
 - 10. Identify, define, and demonstrate the knowledge of "piano"
 - 11. Identify, define, and demonstrate the knowledge of "mezzo piano"
 - 12. Identify, define, and demonstrate the knowledge of "mezzo forte"
 - 13. Identify, define, and demonstrate the knowledge of "forte"
 - 14. Identify, define, and demonstrate the knowledge of "accidentals"
 - 15. Identify, define, and demonstrate the knowledge of "key signature"

Second Six Weeks

- B. Vocal Technique
 - 1. Demonstrate an understanding of correct inhalation
 - 2. Demonstrate an understanding of correct exhalation
 - 3. Demonstrate an understanding of correct release
 - 4. Demonstrate an understanding of syncopation through aural identification and performance
- C. Movement
 - 1. Demonstrate accuracy in moving to a musical beat and responding to changes in tempo
 - 2. Demonstrate kinesthetic awareness, concentration, and focus in performing movement skills
 - 3. Demonstrate the following partner skills: copying, leading and following, and mirroring

II. ANALYSIS/RESPONSE

- A. Songs with Basic Intervals and Basic Rhythms
 - 1. Sing or play songs with basic intervals and basic rhythms
- B. Sight-reading Basic Intervals and Basic Rhythms
 - 1. Sight-read songs with basic intervals and basic rhythms
- C. Songs in the Key of G
 - 1. Sing or play songs in the key of G
 - 2. Write a G major scale correctly
- D. Listening and Evaluation
 - 1. Listen to recordings of the performing choir
 - 2. Critique the performance, using judges' sheets from local festivals
 - 3. Identify examples of improvisation and syncopation as demonstrated by students in class

III. HISTORY/CULTURE

- A. Canons
 - 1. Sing/play and demonstrate canons
- B. Polyphony
 - 1. Sing/play and demonstrate polyphony
- C. Jazz
 - 1. Sing/play and demonstrate improvisation and syncopation

Third Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Sing vocal exercises and songs in the key of G
 - 2. Demonstrate the ability to sing or play with 2-parts
 - 3. Demonstrate the ability to sing with 3-parts
 - 4. Demonstrate the ability to sing with 4-parts
 - 5. Demonstrate the ability to sing parts ascending above tonic
 - 6. Demonstrate the ability to sing parts descending below tonic
 - 7. Demonstrate the ability to sing with accents

Third Six Weeks

8. Demonstrate the ability to using with different tempos
 9. Demonstrate the knowledge of the term "al fine"
 10. Demonstrate usage of the intercostal muscles
 11. Demonstrate the knowledge of the styles of jazz – ragtime, boogie-woogie, bop, bebop, swing, cool, funky...
- B. Vocal Technique
1. Demonstrate the knowledge of correct inhalation, exhalation, and release
 2. Demonstrate "controlled" exhalation
- C. Movement
1. Improvise, create, and perform dances based on ideas and concepts from other sources
 2. Work effectively alone and with a partner
 3. Define and maintain personal space

II. ANALYSIS/RESPONSE

- A. Melodic Intervals - 2nds, 3rds, 4ths, 5ths
1. Sing the melodic intervals - 2nds, 3rds, 4ths, 5ths
 2. Identify melodic intervals - 2nds, 3rds, 4ths, 5ths
- B. Harmonic Intervals - 2nds, 3rds, 4ths, 5ths
1. Sing the harmonic intervals - 2nds, 3rds, 4ths, 5ths
 2. Identify harmonic intervals - 2nds, 3rds, 4ths, 5ths
- C. Listening and Evaluation
1. Listen to recordings of choral ensembles, including the performance choir
 2. Critique the performances of middle school swing/show/jazz choirs using judges' sheets from local, regional, and/or national festivals
 3. Classify jazz styles

III. HISTORY/CULTURE

- A. Monophonic Music
1. Sing, play, and demonstrate an understanding of monophonic music in a variety of historical/cultural settings
- B. Jazz Styles
1. Sing, play, and demonstrate an understanding of jazz styles, including ragtime, boogie-woogie, bop, bebop, swing, cool, funky...

Fourth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define and demonstrate the ability to sing or play "legato"
 - 2. Define and demonstrate the ability to sing or play "sempre"
 - 3. Define and demonstrate the ability to sing or play "ritardando"
 - 4. Define and demonstrate the ability to sing or play "poco a poco" when accompanied by another term
 - 5. Define and demonstrate the ability to sing or play "tenuto"
 - 6. Define and demonstrate the location and function of the larynx
 - 7. Define and demonstrate the location and function of cartilage
 - 8. Define and demonstrate the location and function of the trachea
 - 9. Define and demonstrate the location and function of the vocal folds
 - 10. Define, identify, and demonstrate the knowledge of a dotted half note
- B. Vocal Technique
 - 1. Demonstrate the knowledge of breathing on "oo"
 - 2. Demonstrate the ability to inhale correctly
 - 3. Demonstrate relaxed muscles during inhalation and exhalation
 - 4. Demonstrate correct breathing and tone using exercises using the five basic vowels – ee, eh, ah, oh, oo
 - 5. Demonstrate the correct usage of accents and slurs, as it relates to vocal jazz and swing music
- C. Movement
 - 1. Take an active role in a class discussion about interpretations of and reactions to a choreographed dance

II. ANALYSIS/RESPONSE

- A. 2-Part, 3-Part, and 4-Part Singing
 - 1. Sing in 2-parts, 3-parts, and 4-parts
- B. Changing Meter within a Song or Exercise
 - 1. Sing and/or sight read with changing meter within a song or exercise
- C. Rhythms with Whole, Half, Quarter, Eighth, and Dotted Half Notes and Rests
 - 1. Sing, play, clap, and say rhythms with whole, half, quarter, eighth, and dotted half notes and rests
- D. Accompaniment
 - 1. Accompany a choral composition with a melodic and rhythmic instrument
- E. Rehearsal/Performance Schedule
 - 1. Attend all required rehearsals and performances
- F. Ensemble
 - 1. Proficiently perform 3-part and 4-part music in an ensemble at level 3 on a scale of 1 to 6
- G. Listening and Evaluation
 - 1. Listen to live performances or recordings of choral or vocal jazz ensembles
 - 2. Critique the performances of middle school swing/show/jazz choirs using judges' sheets from local, regional, and/or national festivals

III. HISTORY/CULTURE

- A. Folk Music
 - 1. Define, describe, identify, listen to, and sing folk music reflecting a variety of historical/cultural influences

Fifth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Demonstrate the knowledge of "schwa"
 - 2. Demonstrate the knowledge of "tonic"
 - 3. Demonstrate the knowledge of "dominant"
 - 4. Demonstrate the knowledge of "registers"
- B. Vocal Technique
 - 1. Demonstrate correct articulation and usage
 - a. "l" as in gift
 - b. "a" as in cat
 - c. "u" as in nun
 - d. schwa "uh"
 - e. "eh"
 - f. "oo"
 - g. "t"
 - h. "d"
 - i. "s"
- C. Movement
 - 1. Create a sequence with a beginning, middle, and end both with and without a rhythmic accompaniment
 - 2. Create a dance phrase, accurately repeat it, and then vary it (making changes in the time, space, and/or force/energy)

II. ANALYSIS/RESPONSE

- A. Schwa (Uh)
 - 1. Demonstrate the correct usage of the schwa (uh)
- B. Tonic Chord
 - 1. Demonstrate the correct usage of singing the tonic chord
- C. Dominant Chord
 - 1. Demonstrate the correct usage of singing the dominant chord
- D. Tonic and Dominant Chord in 2-, 3-, and 4-Part Songs
 - 1. Sing songs based on tonic and dominant chord in 2-, 3-, and 4-parts
- E. Rehearsal/Performance Schedule
 - 1. Attend all required rehearsals and performances
- F. Ensemble
 - 1. Proficiently perform 3-part and 4-part music in an ensemble at level of difficulty of 3 or 4 on a scale of 1 to 6
- G. Listening and Evaluation
 - 1. Listen to recordings or live performances of choral ensembles and vocal jazz ensembles
 - 2. Critique the performances of middle school swing/show/jazz choirs using judges' sheets from local, regional, and/or national festivals

Fifth Six Weeks**III. HISTORY/CULTURE**

- A. The Male Changing Voice
 - 1. Research and demonstrate the knowledge of the male changing voice
- B. Falsetto
 - 1. Research and demonstrate the knowledge of falsetto
- C. Hispanic Music
 - 1. Research, sing, and listen to examples of Hispanic music

Sixth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Define and describe resonance
 - 2. Define and describe the soft and hard palate
 - 3. Define, describe, and demonstrate ties and slurs
- B. Vocal Technique
 - 1. Demonstrate exercises that enhance good posture and breathing
 - 2. Demonstrate usage, articulation, and enunciation
 - a. "z"
 - b. "y"
 - c. "h"
 - d. "b"
 - 3. Describe and demonstrate the activating of the diaphragm
 - 4. Describe and demonstrate the nasal tone
 - 5. Describe and demonstrate the registers
 - 6. Describe and demonstrate the correct singing of diphthongs
 - 7. Demonstrate the correct singing of a unison jazz song
- C. Movement
 - 1. Present their own dances to peers and discuss their meanings with competence and confidence.
 - 2. Accurately transfer a rhythmic pattern from the aural to the kinesthetic.
 - 3. Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance.

II. ANALYSIS/RESPONSE

- A. Key of D Major
 - 1. Sing or play in the key of D Major
 - 2. Write the D major scale
- B. Tonic, Subdominant, and Dominant Chords in the Key of D Major
 - 1. Sing or play tonic, subdominant, and dominant chords
 - 2. Identify and construct tonic, subdominant, and dominant chords in the key of D
- C. Rhythm with Sixteenth Notes and Rests
 - 1. Sing, play, say, clap, and write rhythms with sixteenth notes and rests
- D. The Key of Bb Major
 - 1. Sing or play in Bb major
 - 2. Write the Bb major scale

Sixth Six Weeks

- E. Tonic, Subdominant, and Dominant Chords in Bb Major
 - 1. Sing and play tonic, subdominant, and dominant chords in Bb major
 - 2. Identify and construct tonic, subdominant, and dominant chords in Bb
- F. Natural and Relative Minor Scales
 - 1. Write natural and relative minor scales
- G. Dotted Notes and Rests
 - 1. Sing, play, say, and clap dotted rhythms
- H. Rehearsal/Performance Schedule
 - 1. Attend all required rehearsals and performances
- I. Ensemble
 - 1. Proficiently perform 3-part and 4-part music in an ensemble at level of difficulty of 4 on a scale of 1 to 6
- J. Listening and Evaluation
 - 1. Listen to and view live performances or videos of choral ensembles, show choirs, and vocal jazz groups
 - 2. Critique the performances of middle school swing/show/jazz choirs using judges' sheets from local, regional, and/or national festivals

III. HISTORY/CULTURE

- A. Musical Styles – Music for Celebration
 - 1. Describe, classify, listen to, and sing music of various celebrations reflecting a variety of cultures