

First Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Name the lines and spaces on the treble and bass staves
 - 2. Memorize and define the meanings of time signatures and meters
 - 3. Demonstrate and perform quarter, half, and eighth note rhythms
 - 4. Label and notate whole, half, quarter, eighth, and sixteenth notes
 - 5. Define and demonstrate pianissimo through fortissimo (pp – ff)
- B. Vocal Technique
 - 1. Describe and demonstrate correct singing posture and body alignment
 - 2. Describe and demonstrate correct breathing techniques
 - 3. Describe and demonstrate a variety of effective vocalizes
 - 4. Describe and demonstrate the proper basic vocal tone
- C. Sight Reading
 - 1. Sing canons
 - 2. Sing simple rhythms
 - 3. Sing stepwise (diatonic) melodies
- D. Choral Performance
 - 1. Sing canons and rounds
 - 2. Sing choral literature in unison, two, three, and four parts
 - 3. Practice singing intervals melodically and harmonically
 - 4. Define and demonstrate frequently used music terms
 - 5. Sing and practice West Tennessee Honor Choir music
- E. Movement
 - 1. Demonstrate appropriate skeletal alignment, body-part articulation, strength, flexibility, agility, and coordination in locomotor and non-locomotor/axial movements
 - 2. Identify and demonstrate basic dance steps, positions and patterns for dance
 - 3. Demonstrate the ability to work cooperatively in a small group during the choreographic process
 - 4. Demonstrate the following partner skills in a visually interesting way: creating contrasting and complementary shapes, taking and supporting weight
 - 5. Observe and explain how different accompaniment (such as sound, music, spoken text) can affect the meaning of a dance
 - 6. Demonstrate and/or explain how lighting and costuming can contribute to the meaning of a dance
 - 7. Explain strategies to prevent dance injuries
- F. Jazz Theory
 - 1. Melodic
 - a. imitate basic melodies by singing or playing
 - b. demonstrate and apply melodic phrase concepts (antecedent/consequence) in blues style
 - 2. Harmonic
 - a. Identify dominant to tonic chord relationships
 - b. Demonstrate the following chord structures by spelling chords on different roots
 - major
 - minor
 - augmented
 - diminished

First Six Weeks

- G. Style
1. demonstrate and recognize proper phrasing (4 bar, 8 bar and 12 bar) in Grade 2 literature
 2. demonstrate proper dynamic shape in Rock and Swing music
 3. demonstrate proper balance both within section and across ensemble
 4. demonstrate proper use of articulation in Funk and Swing

II. ANALYSIS/RESPONSE

- A. Music Theory/Vocabulary
1. Contrast, compare, and write the treble and bass staves
 2. Contrast, compare, and write basic music notation
 3. Contrast, compare, and write basic music rhythms
 4. Contrast, compare, and write dynamic symbols pp, p, mp, mf, f, ff
- B. Properties of Vocal Technique
1. Contrast and demonstrate proper and improper body alignment
 2. Contrast and demonstrate proper and improper breathing technique
- C. Sight Reading Basics
1. Contrast and compare simple rhythms
 2. Examine, contrast, and compare stepwise (diatonic) melodies
- D. Choral Performance
1. Perform Level 2 canons and rounds
 2. Perform Level 2 unison, two, three, and four part literature
 3. Perform West Tennessee Honor Choir literature with correct style characteristics
- E. Critical Listening/Evaluation
1. Contrast and compare canons and rounds
 2. Contrast and compare unison, two, three, and four part choral literature
 3. Contrast and compare melodic and harmonic intervals
 4. Submit examples of music genre being performed
 5. Distinguish between swing eighth and straight eighth note styles
- F. Individual Assessment
1. Submit individual performance tape of assigned music
 2. Presentation of individual parts in assigned music
- G. Individual Practice
1. Demonstrate proficiency and practice with taped performance
 2. Demonstrate daily practice by keeping a practice log

III. HISTORY/CULTURE

- A. Music History/Literature
1. Research and describe the historical context of the current West Tennessee Honor Choir literature
- B. World Cultures
1. Research and describe the cultural context of the current culture
- C. Interdisciplinary Aspects of Selected Music
1. Research and discuss similar concepts among the arts found in the West Tennessee Honor Choir literature

First Six Weeks

- D. Timeline
 - 1. Recognize general eras in the development of Jazz through the use of a timeline
- E. Dixieland and Swing
 - 1. Distinguish between Dixieland and Swing Eras

Second Six Weeks

Continue to reinforce skills from the previous six weeks and add:

I. PERFORMANCE SKILLS

- A. Music Reading/Vocabulary
 - 1. Name, describe, and apply the 12 major keys and their content
 - 2. Describe, demonstrate, and apply the Circle of Fifths
- B. Vocal Technique
 - 1. Explain and demonstrate the formation and importance of uniform vowels
 - 2. Explain and demonstrate the execution of consonants (voiced and unvoiced)
 - 3. Explain and demonstrate the execution of diphthongs
- C. Sight Reading
 - 1. Sing and practice Major Scale intervals: M2, M3, P4, P5, M6, M7, P8
 - 2. Sing and practice dotted rhythm patterns
 - 3. Sing and practice melodies using major seconds and thirds, M2 and M3
 - 4. Sing and practice triads melodically and harmonically
- D. Choral Performance
 - 1. Sing and practice choral literature in unison, two, three, and four parts
 - 2. Sing and practice West Tennessee Honor Choir music
- E. Movement
 - 1. Demonstrate rhythmic acuity
 - 2. Observe the same dance both live and recorded on video; compare and contrast the aesthetic impact of the two observations
 - 3. Create a project that reveals similarities and differences between the arts
 - 4. Identify at least three personal goals to improve themselves as dancers and steps they are taking to reach those goals
 - 5. Competently perform choreographed songs as they are taught
- F. Style
 - 1. Differentiate balance between singing with a full ensemble and singing with a soloist
 - 2. Demonstrate proper dynamic shape for assigned music
- G. Jazz Theory
 - 1. Melodic
 - a. Improvise a melody on given tones over a V-I harmony
 - b. Distinguish and demonstrate melodic movement between ii7 – V7 – I chords
 - c. Demonstrate and apply melodic phrase concepts
 - 2. Harmonic
 - a. Discuss and demonstrate the harmonic function of ii7 – V7 I chord progression
 - b. Correlate chords with written symbols (Maj7, m7, min 7b5, dim7 and aug 7 (+7))

Second Six Weeks**II. ANALYSIS/RESPONSE**

- A. Music Theory/Vocabulary
 - 1. Name, recognize, and apply the major keys (scales) and their content
 - 2. Diagram and describe the Circle of Fifths
- B. Vocal Technique
 - 1. Examine and contrast vowel formation and its importance
 - 2. Contrast and compare the production of consonants
 - 3. Contrast and compare the production of diphthongs
- C. Sight Reading
 - 1. Compare and practice intervals, M2, M3, P4, P5, M6, M7, P8
 - 2. Compare and execute dotted rhythm patterns
 - 3. Analyze and practice melodies using intervals of a M2 and M3
 - 4. Analyze and practice melodic and harmonic triads
- D. Choral Performance
 - 1. Analyze and perform choral literature in unison, two, three, and four parts
 - 2. Analyze, practice, and perform West Tennessee Honor Choir music
- E. Critical Listening/Evaluation
 - 1. Adjudicate self, peers, and group using WTVMEA rubrics
- F. Individual Assessment
 - 1. Submit individual performance tape of assigned music
 - 2. Presentation of individual parts in assigned music
 - 3. Presentation of regional honor choir audition spots
 - 4. Improvise over a 4 bar ii7-V7-I chord progression
- G. Individual Practice
 - 1. Demonstrate proficiency and practice with taped performance
 - 2. Demonstrate daily practice by keeping a practice log

III. HISTORY/CULTURE

- A. Music History/Literature
 - 1. Research and describe the historical context of the current West Tennessee Honor Choir literature
- B. World Cultures
 - 1. Research and describe the cultural context of the current West Tennessee Honor Choir literature
- C. Interdisciplinary Aspects of Selected Music
 - 1. Research and discuss similar concepts among the arts found in the West Tennessee Honor Choir literature
- D. Dixieland Style (Early)
 - 1. Analyze and compare changes in the style from Dixieland to the early Swing era
- E. Early Swing – 1920s vs. Late Swing-1940s
 - 1. Analyze changes in early swing era (late 1920s) to the later swing era (1940s)

Third Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Name, define, explain, and apply abbreviations, names, and meanings of tempo markings
 - 2. Identify and perform 3/4 meter
 - 3. Identify and perform meter changes 2/4 – 3/4 – 4/4
 - 4. Identify and perform Major 3rd, Minor 3rd, Major 7th, Minor 7th intervals
 - 5. Identify and effectively perform: tenuto and legato eighth note articulations, swing eighth notes in comparison to straight eighth notes in assigned music
 - 6. Sing parts in assigned music with consistent pitch and interval relationships
- B. Vocal Technique
 - 1. Explain and demonstrate vocal registers: head, middle, chest, falsetto
 - 2. Explain and demonstrate vocal placement and resonance
 - 3. Explain and demonstrate the abbreviations, names, and meanings of dynamic markings
- C. Music Reading Per Grade 3-4 Jazz Literature
 - 1. Explore and demonstrate specific rhythm patterns and styles in assigned music
 - 2. Perform waltz, bossa nova, and samba with proper style
 - 3. Identify and sing intervals: P4, Major 6th and Major 7th
 - 4. Identify and perform (sing) syncopated rhythms utilizing ties across the bar line
 - 5. Identify and demonstrate the keys of Bb, Eb, F major in Grade 3 Jazz Literature
 - 6. Sing parts in assigned music with consistent pitch and interval relationships
- D. Jazz Theory
 - 1. Melodic
 - a. Improvise a melody on given tones over a I-ii7-V7-I or vi7-ii7-V7-I progression
 - b. Demonstrate the 12 bar blues progression – using call and response sequence
 - 2. Harmonic
 - a. Discuss and demonstrate the harmonic function of the 12 bar blues
 - b. Arpeggiate the chords of the 12 bar blues
 - c. Compose the 12 bar blues progression in assigned keys: Bb, F, Eb, C
- E. Style
 - 1. Demonstrate and perform a swing ballad using proper dynamics, melodic contour and articulations
- F. Movement
 - 1. Demonstrate projection while performing dance skills
 - 2. Demonstrate the ability to work cooperatively in a group during the choreographic process
 - 3. Create a dance and revise it over time, articulating the reasons for their artistic decisions and what was lost and gained by those decisions

II. ANALYSIS/RESPONSE

- A. Music Theory/Vocabulary
 - 1. Compare and contrast tempo markings, their abbreviations, and meanings
- B. Vocal Technique
 - 1. Compare, contrast, and distinguish the various vocal registers
 - 2. Examine, compare, and distinguish proper and improper vocal placement and resonance

Third Six Weeks

- C. Sight Reading
 - 1. Contrast, compare, distinguish, and formulate various rhythmic syncopation patterns
 - 2. Examine and compare medium difficult rhythm patterns
 - 3. Contrast, compare, and distinguish various rests and their values
 - 4. Examine, sing, and compare melodies with intervals up to an octave
- D. Choral Performance
 - 1. Examine, compare, and analyze choral literature, accompanied and a cappella
- E. Critical Listening/Evaluation
 - 1. Appraise, interpret, evaluate, and critique choral, solo, and small ensemble literature
 - 2. Submit examples of music genre being performed
 - 3. Distinguish and demonstrate between 12 bar blues and long form blues
- F. Individual Assessment
 - 1. Submit individual performance tape of assigned music
 - 2. Presentation of individual parts in assigned music
 - 3. Presentation of regional honor choir audition materials
 - 4. Improvise one chorus of the 12 bar blues
 - 5. Improvise over a four bar ii7-V7-I chord progression
- G. Individual Practice
 - 1. Demonstrate proficiency and practice with taped performances
 - 2. Demonstrate daily practice by keeping a practice log

III. HISTORY/CULTURE

- A. Musical Periods
 - 1. Name, discuss, and compare music from the following musical periods:
 - a. early music
 - b. Renaissance
 - c. Baroque
 - d. Classical
 - e. Romantic
 - f. Contemporary
- B. Delta Blues vs. Early Jazz Blues
 - 1. Analyze and compare the Delta Blues to the Early Swing era

Fourth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify, locate, and sing melodic and harmonic intervals up to an octave
 - 2. Identify, locate, and sing melodic and harmonic triads (major and minor)
- B. Vocal Technique
 - 1. Name, explain, and perform and following vocal articulations:
 - a. staccato
 - b. legato
 - c. marcato

Fourth Six Weeks

- C. Sight Reading
 - 1. Sing Melodies using intervals up to an octave
 - 2. Identify and sing triads in Inversions
 - 3. Sing and sight read technical exercises and literature in two parts
- D. Choral Performance
 - 1. Identify, explain, and demonstrate the properties of choral balance and blend
 - 2. Sing solo and ensemble literature
- E. Music Reading Per Grade 3-5 Jazz Literature
 - 1. Identify and perform 12/8 and 3/8 time
 - 2. Identify and demonstrate the keys of A-flat, G, A, and E Major
 - 3. Identify and perform proper articulation in Latin forms
 - 4. Identify and perform
 - a. identify and perform an montuno
 - b. syncopated rhythms utilizing ties across bar lines
 - c. polyrhythms (3 over 2) and (4 over 3)
 - 5. Sing parts in assigned music with consistent pitch and interval relationships
- F. Jazz Theory
 - 1. Melodic
 - a. improvise over the Major 7th using the minor pentatonic scale
 - b. improvise a melody on given tones over a I-ii7-V7-I or vi7-ii7-V7-I progression
 - c. apply the natural and harmonic minor pentatonic scales to the blues progression
 - 2. Harmonic
 - a. demonstrate the construction and use of the half-diminished 7th chord
 - b. arpeggiate the chords of the 12 bar blues
 - c. discuss and demonstrate the harmonic function of the 12 bar blues
 - d. compose the 12 bar blues progression in: F, Bb, Eb, and C
- G. Style
 - 1. Demonstrate and perform the Latin style using proper dynamics, melodic contour and articulations
- H. Movement
 - 1. Demonstrate accurate memorization and reproduction of extended movement sequences
 - 2. Create choreography that successfully communicates a topic of personal significance
 - 3. Create a movement problem and demonstrate multiple solutions; choose the most interesting solutions and discuss the reasons for their choice

II. ANALYSIS/RESPONSE

- A. Music Theory/Vocabulary
 - 1. Compare, contrast, and sing major and minor triads
 - 2. Compare, contrast, and sing intervals up to an octave
- B. Vocal Technique
 - 1. Compare, contrast, and sing the following vocal articulations:
 - a. staccato
 - b. legato
 - c. marcato
- C. Sight Reading
 - 1. Examine, sing, and compare melodies using all intervals up to an octave
 - 2. Examine, sing, and compare triads in their inversions

Fourth Six Weeks

- D. Choral Performance
 - 1. Contrast, compare, and demonstrate proper choral balance and blend
 - 2. Examine, compare, and perform solo and ensemble literature
- E. Critical Listening/Evaluation
 - 1. Appraise, interpret, evaluate, and critique choral, solo, and small ensemble literature as it pertains to music's historical periods
 - 2. Submit examples of music genre being performed
 - 3. Distinguish and demonstrate between montuno and other Latin feels
- F. Individual Assessment
 - 1. Submit individual performance tape of assigned music
 - 2. Presentation of individual parts in assigned music
 - 3. Presentation of regional honor band audition materials
 - 4. Improvise one chorus of the 12 bar blues
 - 5. Improvise over a four bar ii7-V7-I chord progression
- G. Individual Practice
 - 1. Demonstrate proficiency and practice with taped performance
 - 2. Demonstrate daily practice by keeping a practice log

III. HISTORY/CULTURE

- A. Choral Styles
 - 1. Name, discuss, and compare classic styles
 - 2. Name, discuss, and compare jazz/swing
 - 3. Name, discuss, and compare spirituals
 - 4. Name, discuss, and compare patriotic
 - 5. Name, discuss, and compare show choir
- B. Stylistic Analysis (Latin)
 - 1. Analyze and compare Latin compositions

Fifth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify, locate, and sing minor scales and keys
- B. Vocal Technique
 - 1. Sing advanced vocalizes
- C. Sight Reading
 - 1. Identify and sing changing/mixed meters
 - 2. Sing sight reading exercises in 3 and 4 parts
- D. Choral Performance
 - 1. Sing choral literature with multiple-divisi parts
 - 2. Sing West Tennessee Choral Festival literature
- E. Music Reading Per Grade 3-5 Jazz Literature
 - 1. Explore and demonstrate specific rhythm patterns and styles presented in assigned music\
 - 2. Identify and perform 5/4, 6/4, and cut-time

Fifth Six Weeks

3. Demonstrate major and minor intervals
 - a. syncopated rhythms utilizing ties across bar lines
 - b. polyrhythms (3 over 2) and (4 over 3)
4. Sing parts in assigned music with consistent pitch and interval relationships
- F. Jazz Theory
 1. Melodic
 - a. compose a melody in 5/4 and 6/4 in a given key
 2. Harmonic
 - a. create four part harmony to the melody composed in 5/4 time
 - b. demonstrate the construction of augmented chords
- G. Style
 1. Demonstrate and perform the up-tempo swing style using proper dynamics, melodic contour and articulations
 2. Demonstrate the up-tempo swing feel in cut-time
 3. Demonstrate the 6/4 gospel jazz feel
- H. Scales
 1. Perform the natural, harmonic and melodic minor scales in D, B, F-sharp, C-sharp and G-sharp
 2. Compose and perform the Dorian, Lydian and Mixolydian scales in all 12 keys
- I. Movement
 1. Create and perform combinations and variations in a broad dynamic range
 2. Demonstrate the ability to remember extended movement sequences

II. ANALYSIS/RESPONSE

- A. Music Theory/Vocabulary
 1. Compare, contrast, and sing minor keys and scales
- B. Properties of Vocal Technique
 1. Sing, compare, contrast, and analyze advanced vocalizes
- C. Sight Reading Basics
 1. Examine, sing, and compare changing/mixed meters
 2. Examine, sing, and compare music in 3 and 4 parts
- D. Choral Performance
 1. Sing, contrast, and compare multi-division literature
 2. Sing, perform, and compare West Tennessee Choral Festival literature
- E. Critical Listening/Evaluation
 1. Appraise, interpret, evaluate, and critique your choir experience and write in the persuasive model, a letter to recruit new choir members
 2. Submit examples of music genre being performed
 3. Distinguish and demonstrate between 6/4 gospel feel and up tempo swing
- F. Rehearsal/Performance
 1. Identify and bring materials and equipment necessary for effective class participation including music and pencil
 2. Participate in all rehearsals
 3. Participate in all performances

Fifth Six Weeks

- G. Individual Assessment
 - 1. Submit individual performance tape of assigned music
 - 2. Presentation of individual parts in assigned music
 - 3. Presentation of regional honor band audition materials
 - 4. Improvise one chorus of the 12 bar blues
- H. Individual Practice
 - 1. Demonstrate proficiency and practice with taped performance
 - 2. Demonstrate daily practice by keeping a practice log

III. HISTORY/CULTURE

- A. Choral Styles
 - 1. Compare and contrast classic styles
 - 2. Compare and contrast jazz/swing styles
 - 3. Compare and contrast spirituals
 - 4. Compare and contrast patriotic/nationalist
 - 5. Compare and contrast show choir styles
- B. Swing
 - 1. Analyze and compare the up-tempo swing style to other swing styles including the swing ballad
- C. Asymmetric Rhythm vs. Afro-Cuban
 - 1. Compare and contrast Dave Brubeck with Dizzy Gillespie
 - a. Asymmetric polyrhythms used by Brubeck originating from Easter-European folk music
 - b. Afro-Cuban rhythms used by Gillespie originating from western and central African cultures

Sixth Six Weeks**I. PERFORMANCE SKILLS**

- A. Music Reading/Vocabulary
 - 1. Identify and use commonly used choral progressions
 - 2. Identify, locate, and use the following cadences
 - a. authentic
 - b. half
 - c. plagal
 - d. deceptive
 - 3. Demonstrate a rudimentary knowledge of harmonic analysis
- B. Vocal Technique
 - 1. Review and reinforce skills learned in the previous six weeks lessons
- C. Sight Reading
 - 1. Sing and sight read literature, accompanied and a cappella
- D. Choral Performance
 - 1. Sing choral literature with multiple-divisi parts
 - 2. Sing West Tennessee Choral Festival literature
- E. Music Reading Per Grade 4-6 Jazz Literature
 - 1. Identify and perform music using various meters and using appropriate style
 - 2. Explore and demonstrate specific rhythmic patterns and styles presented in assigned music
 - 3. Identify and perform music in at least 4 different keys using appropriate style

Sixth Six Weeks

4. Sing parts in assigned music with consistent pitch and interval relationships
5. Demonstrate “scat” singing
- F. Jazz Theory
 1. Melodic
 - a. compose a lead sheet in a given key in song form
 2. Harmonic
 - a. compose a bass line and rhythm parts for the lead sheet
- G. Style
 1. Demonstrate and perform Latin style using proper dynamics, melodic contour and articulations
 2. Demonstrate and perform up-tempo swing styles using proper dynamics, melodic contour and articulations
- H. Scales
 1. Compose and perform the Phrygian, Locrian, and whole tone scales in all 12 keys
- I. Movement
 1. Competently perform folk, social and/or theatrical dances from a broad spectrum of twentieth-century America
 2. Perform and describe similarities and differences between two contemporary theatrical forms of dance
 3. Demonstrate the ability to work cooperatively in a small group during the choreographic process
 4. Examine ways that a dance creates and conveys meaning by considering the dance from a variety of perspectives

II. ANALYSIS/RESPONSE

- A. Music Theory/Vocabulary
 1. Identify, name, and compare the following items using rudimentary harmonic analysis
 - a. chords
 - b. cadences
- B. Vocal Technique
 1. Sing, compare, contrast, and analyze advanced vocalizes
- C. Sight Reading
 1. Examine, sing, and compare literature, accompanied and a cappella
 2. Examine, sing, sight read and compare multi-divisi literature
- D. Choral Performance
 1. Sing, perform, and compare West Tennessee Choral Festival literature
 2. Sing, perform, and compare End-of-Year Concert literature
- E. Critical Listening/Evaluation
 1. Submit examples of music genre being performed
 2. Listen to Ella Fitzgerald
- F. Rehearsal/Performance
 1. Identify and bring materials and equipment necessary for effective class participation including music and pencil
 2. Demonstrate and maintain proper care of equipment including an organized music folder
 3. Participate in all scheduled rehearsals
 4. Participate in all scheduled performances

Sixth Six Weeks

- G. Individual Assessment
 - 1. Submit individual performance tape of assigned music
 - 2. Presentation of individual parts in assigned music
 - 3. Demonstrate ability to improvise using modes
- H. Individual Practice
 - 1. Demonstrate proficiency and practice with taped performance
 - 2. Demonstrate proficiency and practice with practice log

III. HISTORY/CULTURE

- A. Music History/Literature
 - 1. Research and describe the historical context of the current West Tennessee Honor Choir literature
 - 2. Listen to the music of Ella Fitzgerald
- B. World Cultures
 - 1. Research and describe the cultural context of the current West Tennessee Honor Choir literature
- C. Interdisciplinary Aspects of Selected Music
 - 1. Research and discuss similar concepts among the arts found in the West Tennessee Honor Choir literature