



Stockton Unified School District  
Curriculum Map

Swing/Show/Jazz Choir

Grades 9-12

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
1, 3	<p><b>First Six Weeks</b></p> <ul style="list-style-type: none"> <li>5. Sound and dance</li> <li>6. Lighting and costuming</li> <li>7. Dance injuries</li> </ul> <p>F. Jazz Theory</p> <ul style="list-style-type: none"> <li>1. Melodic               <ul style="list-style-type: none"> <li>a. imitation</li> <li>b. phrase concepts</li> </ul> </li> <li>2. Harmonic               <ul style="list-style-type: none"> <li>a. chord relationships</li> <li>b. chord structure</li> </ul> </li> </ul> <p>G. Style</p> <ul style="list-style-type: none"> <li>1. Phrasing</li> <li>2. Dynamics</li> <li>3. Balance</li> <li>4. Articulation</li> </ul> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Music Theory/Vocabulary</p> <ul style="list-style-type: none"> <li>1. Staves</li> <li>2. Notation</li> <li>3. Rhythms</li> <li>4. Dynamics</li> </ul> <p>B. Vocal Technique</p> <ul style="list-style-type: none"> <li>1. Vowel formation</li> <li>2. Consonant production</li> <li>3. Diphthong production</li> </ul>	All-West Tennessee Chorus Audition material		

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1, 2, 4	<p><b>First Six Weeks</b></p> <ul style="list-style-type: none"> <li>C. Sight Reading               <ul style="list-style-type: none"> <li>1. Intervals</li> <li>2. Dotted rhythms</li> <li>3. Melodies</li> <li>4. Triads</li> </ul> </li> <li>D. Choral Performance               <ul style="list-style-type: none"> <li>1. Level 2 canons and rounds</li> <li>2. Level 2 Unison, two, three, and four part literature</li> <li>3. West Tennessee Honor Choir</li> </ul> </li> <li>E. Critical Listening/Evaluation canons and rounds               <ul style="list-style-type: none"> <li>1. Unison, two, three, and four part choral literature</li> <li>2. Melodic and harmonic intervals</li> <li>3. Genres - overview</li> <li>4. 8th note styles</li> </ul> </li> <li>F. Individual Assessment (basic)               <ul style="list-style-type: none"> <li>1. Tapes</li> <li>2. Playoffs</li> <li>3. Adjudication material</li> </ul> </li> <li>G. Individual Practice (basic)               <ul style="list-style-type: none"> <li>1. Proficiency</li> <li>2. Journals</li> </ul> </li> </ul> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Music History/Literature               <ul style="list-style-type: none"> <li>1. West Tennessee honor Choir historical context</li> </ul> </li> <li>B. World Cultures               <ul style="list-style-type: none"> <li>1. Current culture</li> </ul> </li> <li>C. Interdisciplinary Aspects of Selected Music               <ul style="list-style-type: none"> <li>1. Concepts of Art</li> </ul> </li> </ul>	All-West Tennessee Chorus Music		Social Studies: Cultural context

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1, 2	<p><b>First Six Weeks</b></p> <ul style="list-style-type: none"> <li>D. Time Line               <ul style="list-style-type: none"> <li>1. Development of Jazz</li> </ul> </li> <li>E. Dixieland and Swing               <ul style="list-style-type: none"> <li>1. Compare and contrast</li> </ul> </li> </ul> <p><b>Second Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>A. Music Reading - Grade 2-3 Choral Literature               <ul style="list-style-type: none"> <li>1. Major key signatures</li> <li>2. Circle of 5ths</li> </ul> </li> <li>B. Vocal Technique               <ul style="list-style-type: none"> <li>1. Uniform vowels</li> <li>2. Consonants, voiced and unvoiced</li> <li>3. Diphthongs</li> </ul> </li> <li>C. Sight Reading               <ul style="list-style-type: none"> <li>1. Interval practice</li> <li>2. Dotted rhythm patterns</li> <li>3. Melodies using M2 and M3</li> <li>4. Triads</li> </ul> </li> <li>D. Choral Performance               <ul style="list-style-type: none"> <li>1. Sight read unison, 2, 3, and 4 part homophony</li> <li>2. West Tennessee Honor Choir Literature</li> </ul> </li> </ul>	Written test	<i>Sight Reading and the Jazz Idiom, Ardsley</i>	<u>Math</u> : patterns, sequencing

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3, 4, 5	<p><b>Second Six Weeks</b></p> <p>E. Movement</p> <ol style="list-style-type: none"> <li>1. Rhythmic acuity</li> <li>2. Observation of dance</li> <li>3. Similarities and differences between the Arts</li> <li>4. Self-improvement</li> <li>5. Performing choreographed songs</li> </ol> <p>F. Style</p> <ol style="list-style-type: none"> <li>1. Ensemble balance</li> <li>2. Dynamic shape</li> </ol> <p>G. Jazz Theory</p> <ol style="list-style-type: none"> <li>1. Melodic</li> <li>2. Harmonic</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Music Theory/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Major keys/scales</li> <li>2. Circle of 5ths</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Vowel formation</li> <li>2. Consonant production</li> <li>3. Diphthong production</li> </ol> <p>C. Sight Reading</p> <ol style="list-style-type: none"> <li>1. Intervals</li> <li>2. Dotted rhythms</li> <li>3. Melodies using M2 and M3</li> <li>4. Triads</li> </ol> <p>D. Choral Performance</p> <ol style="list-style-type: none"> <li>1. Unison, w, e, and 4 parts</li> <li>2. West Tennessee Honor Choir Literature</li> </ol>	Visual Assessment		<u>English</u> : main idea



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2, 5	<p><b>Third Six Weeks</b></p> <ul style="list-style-type: none"> <li>C. Sight Reading               <ul style="list-style-type: none"> <li>1. Syncopation</li> <li>2. Rests</li> <li>3. Increasingly difficult rhythms</li> <li>4. Melodies using Me, P4, P5</li> </ul> </li> <li>D. Choral Performance               <ul style="list-style-type: none"> <li>1. Accompanied and A Cappella choral literature</li> <li>2. Holiday literature</li> </ul> </li> <li>E. Music Reading Grade 3-4               <ul style="list-style-type: none"> <li>1. Rhythm patterns/intervals</li> <li>2. Articulation</li> <li>3. Keys</li> <li>4. Vocalization</li> </ul> </li> <li>F. Jazz Theory               <ul style="list-style-type: none"> <li>1. Melodic</li> <li>2. Harmonic - 12 bar blues</li> </ul> </li> <li>G. Style               <ul style="list-style-type: none"> <li>1. Swing ballad</li> </ul> </li> <li>H. Movement               <ul style="list-style-type: none"> <li>1. Projection</li> <li>2. Cooperative in groups</li> <li>3. Creating a dance</li> </ul> </li> </ul> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>1. Tempo indicators</li> </ul> </li> <li>B. Vocal Technique               <ul style="list-style-type: none"> <li>1. Vocal registers</li> <li>2. Resonance/placement</li> </ul> </li> </ul>		<p>Abersold Vol.3 Pp 2-6 Abersold Vol.2</p> <p>Jamey Abersold Book and CD set Vol. 8</p>	

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4, 5	<p><b>Third Six Weeks</b></p> <ul style="list-style-type: none"> <li>C. Sight Reading               <ul style="list-style-type: none"> <li>1. Syncopation</li> <li>2. Complex rhythm patterns</li> <li>3. Rests</li> <li>4. Leaps up to an octave</li> </ul> </li> <li>D. Choral Performance               <ul style="list-style-type: none"> <li>1. Accompanied literature</li> <li>2. A Cappella literature</li> </ul> </li> <li>E. Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>1. Solo and ensemble literature</li> <li>2. Music genre</li> <li>3. 12 bar/long form blues</li> </ul> </li> <li>F. Individual Assessment               <ul style="list-style-type: none"> <li>1. Tapes</li> <li>2. Play-offs</li> <li>3. Adjudication material</li> <li>4. Improvisation</li> </ul> </li> <li>G. Individual Practice               <ul style="list-style-type: none"> <li>1. Increased proficiency</li> <li>2. Journals</li> </ul> </li> </ul> <p><b>III. HISTORY/CULTURE</b></p> <ul style="list-style-type: none"> <li>A. Musical Periods               <ul style="list-style-type: none"> <li>1. Early Music</li> <li>2. Renaissance</li> <li>3. Baroque</li> <li>4. Classical</li> <li>5. Romantic</li> <li>6. Contemporary</li> </ul> </li> <li>B. Delta Blues vs. Early Jazz Blues</li> </ul>			<p><u>Social Studies</u>: cultural context</p>

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1, 5	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 10px;"><b>Fourth Six Weeks</b></div> <p><b>I. PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>A. Music Reading/Vocabulary               <ul style="list-style-type: none"> <li>1. Intervals</li> <li>2. Triads</li> </ul> </li> <li>B. Vocal Technique               <ul style="list-style-type: none"> <li>1. Articulations</li> </ul> </li> <li>C. Sight Reading               <ul style="list-style-type: none"> <li>1. Melodies – intervals to an octave</li> <li>2. Triads in inversion</li> <li>3. Two parts</li> </ul> </li> <li>D. Choral Performance               <ul style="list-style-type: none"> <li>1. Balance and blend</li> <li>2. Solo and ensemble literature</li> </ul> </li> <li>E. Music Reading Grade 3-5 Jazz Literature               <ul style="list-style-type: none"> <li>1. Meters (complex)</li> <li>2. Keys (intermediate)</li> <li>3. Articulations</li> <li>4. Rhythm                   <ul style="list-style-type: none"> <li>a. montuno</li> <li>b. syncopation</li> <li>c. polyrhythms</li> </ul> </li> <li>5. Vocalization</li> </ul> </li> <li>F. Jazz Theory               <ul style="list-style-type: none"> <li>1. Melodic                   <ul style="list-style-type: none"> <li>a. Major 7<sup>th</sup> chord improvisation</li> <li>b. Improvised melody</li> <li>c. Natural and Harmonic minor pentatonic</li> </ul> </li> </ul> </li> </ul>			<p><u>Science</u>: organizing and presenting information</p> <p><u>Social Studies</u>: culture</p>

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2, 3	<p><b>Fourth Six Weeks</b></p> <ul style="list-style-type: none"> <li>2. Harmonic               <ul style="list-style-type: none"> <li>a. half diminished 7<sup>th</sup> chord construction</li> <li>b. arpeggiate chords (12 bar blues)</li> <li>c. harmonic function</li> <li>d. composition (0-3 flats)</li> </ul> </li> <li>G. Style               <ul style="list-style-type: none"> <li>1. Latin</li> </ul> </li> <li>H. Movement               <ul style="list-style-type: none"> <li>1. Extended movement sequences</li> <li>2. Choreography</li> <li>3. Solving a movement problem</li> </ul> </li> <li><b>II. ANALYSIS/RESPONSE</b> <ul style="list-style-type: none"> <li>A. Music Theory/Vocabulary                   <ul style="list-style-type: none"> <li>1. Triads</li> <li>2. All intervals</li> </ul> </li> <li>B. Vocal Technique                   <ul style="list-style-type: none"> <li>1. Articulations</li> </ul> </li> <li>C. Sight Reading                   <ul style="list-style-type: none"> <li>1. Melodies – intervals up to an octave</li> <li>2. Triad inversions</li> </ul> </li> <li>D. Choral Performance                   <ul style="list-style-type: none"> <li>1. Balance and blend</li> <li>2. Solo and ensemble</li> </ul> </li> <li>E. Critical Listening/Evaluation                   <ul style="list-style-type: none"> <li>1. Historical periods</li> </ul> </li> <li>F. Individual Assessment                   <ul style="list-style-type: none"> <li>1. Tapes</li> <li>2. Play-offs</li> <li>3. Adjudication material</li> <li>4. Improvisation</li> </ul> </li> </ul> </li> </ul>		Solo and Ensemble Literature	

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3, 4, 5	<p><b>Fourth Six Weeks</b></p> <p>G. Individual Practice</p> <ol style="list-style-type: none"> <li>1. Proficiency</li> <li>2. Journals</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Choral Styles</p> <ol style="list-style-type: none"> <li>1. Classic</li> <li>2. Jazz/swing</li> <li>3. Spirituals</li> <li>4. Patriotic</li> <li>5. Show choir</li> </ol> <p>B. Stylistic Analysis (Latin)</p>			<p><u>Social Studies</u>: organizing information, finding main ideas</p>
1, 5	<p><b>Fifth Six Weeks</b></p> <p><b>I. PERFORMANCE SKILLS</b></p> <p>A. Music Reading/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Minor keys/scales</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Advanced vocalizes</li> </ol> <p>C. Sight Reading</p> <ol style="list-style-type: none"> <li>1. Changing meters</li> <li>2. 3 and 4 parts</li> </ol> <p>D. choral Performance</p> <ol style="list-style-type: none"> <li>1. multiple divisi choral literature</li> <li>2. choral festival literature</li> </ol> <p>E. Music Reading Grade 3-5 Jazz literature</p> <ol style="list-style-type: none"> <li>1. Rhythmic patterns</li> <li>2. Meters</li> <li>3. Intervals (major &amp; minor)</li> <li>4. vocalization - parts with correct pitches</li> </ol>			<p><u>Math</u>: patterns, fractions</p>

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2, 3	<p><b>Fifth Six Weeks</b></p> <p>F. Jazz Theory</p> <ol style="list-style-type: none"> <li>1. Melodic               <ol style="list-style-type: none"> <li>a. melodic composition in given key and meter</li> </ol> </li> <li>2. Harmonic               <ol style="list-style-type: none"> <li>a. melodic harmonization</li> <li>b. chord construction</li> </ol> </li> </ol> <p>G. Style</p> <ol style="list-style-type: none"> <li>1. Swing</li> </ol> <p>H. Scales</p> <ol style="list-style-type: none"> <li>1. Minor scales - 3 forms</li> <li>2. Dorian, Lydian, and Mixolydian modes</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Music Theory/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Minor keys/scales</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Advanced studies</li> </ol> <p>C. Sight Reading</p> <ol style="list-style-type: none"> <li>1. Changing meters</li> <li>2. In unison, 2, 3, and 4 parts</li> </ol> <p>D. Choral Performance</p> <ol style="list-style-type: none"> <li>1. Multi-divisi literature</li> <li>2. West Tennessee Festival literature</li> </ol> <p>E. Critical Listening/Evaluation</p> <ol style="list-style-type: none"> <li>1. Self and group assessment</li> </ol> <p>F. Individual Assessment</p> <ol style="list-style-type: none"> <li>1. Tapes</li> <li>2. Play-offs</li> <li>3. Adjudication materials</li> <li>4. Improvisation</li> </ol>			



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2, 3	<p><b>Sixth Six Weeks</b></p> <p>E. Music Reading Grade 4-6 Jazz Literature</p> <ol style="list-style-type: none"> <li>1. Various meters and appropriate style.</li> <li>2. Sight reading of various meters and styles</li> <li>3. Keys</li> <li>4. Vocalization</li> </ol> <p>F. Jazz Theory</p> <ol style="list-style-type: none"> <li>1. Melodic               <ol style="list-style-type: none"> <li>a. lead sheet composition</li> </ol> </li> <li>2. Harmonic               <ol style="list-style-type: none"> <li>a. walking bass</li> </ol> </li> </ol> <p>G. Style</p> <ol style="list-style-type: none"> <li>1. Latin</li> <li>2. Up Tempo Swing</li> </ol> <p>H. Scales</p> <ol style="list-style-type: none"> <li>1. Composition/Performance - modes and scales</li> </ol> <p>I. Movement</p> <ol style="list-style-type: none"> <li>1. 20<sup>th</sup> Century dances</li> <li>2. Contemporary theatrical forms of dance</li> <li>3. Small group cooperation</li> <li>4. Creative perspectives</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Music Theory/Vocabulary</p> <ol style="list-style-type: none"> <li>1. Tempo indicators</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Vocal registers</li> <li>2. Resonance/placement</li> </ol> <p>C. Sight Reading</p> <ol style="list-style-type: none"> <li>1. Syncopation</li> </ol>			<p><u>English/Math</u>: symbol systems</p>

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	2. Complex rhythm patterns 3. Rests 4. Leaps up to an octave			
3, 4, 5	<div style="border: 1px solid black; padding: 2px; margin-bottom: 10px;"><b>Sixth Six Weeks</b></div> D. Choral Performance <ol style="list-style-type: none"> <li>1. Accompanied literature</li> <li>2. A cappella literature</li> </ol> E. Critical Listening/Evaluation <ol style="list-style-type: none"> <li>1. Solo and ensemble literature</li> </ol> F. Individual Assessment <ol style="list-style-type: none"> <li>1. Tapes</li> <li>2. Play-offs</li> <li>3. Adjudication materials</li> <li>4. Improvisation</li> </ol> G. Individual Practices <ol style="list-style-type: none"> <li>1. Proficiency</li> <li>2. Journals</li> </ol> <b>III. HISTORY/CULTURE</b> <ol style="list-style-type: none"> <li>A. Music History/Literature               <ol style="list-style-type: none"> <li>1. West Tennessee Honor Choir literature</li> <li>2. Ella Fitzgerald</li> </ol> </li> <li>B. World Cultures</li> <li>C. Interdisciplinary Aspects of Selected Music</li> </ol>			<p><u>Social Studies</u>: cultural context</p>

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