

**Stockton Unified School District**  
**Music**  
**Scope and Sequence**  
**Swing/Show/Jazz Choir 9-12**

1 <sup>st</sup> Six Weeks	2 <sup>nd</sup> Six Weeks	3 <sup>rd</sup> Six Weeks
<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary <ul style="list-style-type: none"> <li>- Treble and Bas Staves</li> <li>- Time Signatures/Meter</li> <li>- Simple Rhythms</li> <li>- Elements of Notation</li> <li>- Dynamic Markings</li> </ul> </li> <li>• Vocal Technique <ul style="list-style-type: none"> <li>- Posture</li> <li>- Breathing</li> <li>- Vocal/Physical Warm-ups</li> <li>- Vocal Tone</li> </ul> </li> <li>• Sight Reading <ul style="list-style-type: none"> <li>- Canons</li> <li>- Simple Rhythms</li> <li>- Stepwise Melodies</li> </ul> </li> <li>• Choral Performance <ul style="list-style-type: none"> <li>- Unison Rounds and Canons</li> <li>- Unison, 2, 3, and 4 Part Literature</li> <li>- Melodic/Harmonic Intervals</li> <li>- Music Terms</li> <li>- West Tennessee Honor Choir Literature</li> </ul> </li> <li>• Movement <ul style="list-style-type: none"> <li>- Skeletal Alignment</li> <li>- Coordination in Locomotor and Non-Locomotor/Axial Movements</li> <li>- Basic Dance Steps</li> <li>- Small Group Practice</li> <li>- Partner Skills</li> <li>- The Effects of Accompaniment</li> <li>- Lighting and Costuming</li> <li>- Preventing Dance Injuries</li> </ul> </li> <li>• Jazz Theory <ul style="list-style-type: none"> <li>- Melodic</li> <li>- Harmonic</li> </ul> </li> <li>• Style <ul style="list-style-type: none"> <li>- Basic Phrasing</li> <li>- Basic Dynamics</li> <li>- Basic Balance</li> <li>- Basic Articulation</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary <ul style="list-style-type: none"> <li>- Major Key Signatures</li> <li>- Circle of 5ths</li> </ul> </li> <li>• Vocal Technique <ul style="list-style-type: none"> <li>- Uniform Vowels</li> <li>- Consonants, Voiced and Unvoiced</li> <li>- Diphthongs</li> </ul> </li> <li>• Sight Reading <ul style="list-style-type: none"> <li>- Interval Practice</li> <li>- Dotted Rhythm Patterns</li> <li>- Melodies using M2 and M3</li> <li>- Triads</li> </ul> </li> <li>• Choral Performance <ul style="list-style-type: none"> <li>- Sight Read Unison, 2, 3, and 4 Part Homophony</li> <li>- West Tennessee Honor Choir Literature</li> </ul> </li> <li>• Movement <ul style="list-style-type: none"> <li>- Rhythmic Acuity</li> <li>- Observation of Dance</li> <li>- Similarities and Differences between the Arts</li> <li>- Self-Improvement</li> <li>- Performing Choreographed Songs</li> </ul> </li> <li>• Style <ul style="list-style-type: none"> <li>- Ensemble Balance</li> <li>- Dynamic Shape</li> </ul> </li> <li>• Jazz Theory <ul style="list-style-type: none"> <li>- Melodic</li> <li>- Harmonic</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary <ul style="list-style-type: none"> <li>- Tempo Markings</li> </ul> </li> <li>• Vocal Technique <ul style="list-style-type: none"> <li>- Vocal Registers</li> <li>- Resonance/Placement</li> <li>- Dynamics</li> </ul> </li> <li>• Sight Reading <ul style="list-style-type: none"> <li>- Syncopation</li> <li>- Rests</li> <li>- Increasingly Difficult Rhythms</li> <li>- Melodies Using M3, P4, P5</li> </ul> </li> <li>• Choral Performance <ul style="list-style-type: none"> <li>- Accompanied and a Cappella Choral Literature</li> <li>- Holiday Literature</li> </ul> </li> <li>• Music Reading Grade 3-4 <ul style="list-style-type: none"> <li>- Rhythm Patterns</li> <li>- Intervals</li> <li>- Articulation</li> <li>- Keys</li> <li>- Vocalization</li> </ul> </li> <li>• Jazz Theory <ul style="list-style-type: none"> <li>- Melodic</li> <li>- Harmonic</li> </ul> </li> <li>• Style <ul style="list-style-type: none"> <li>- Swing Ballad</li> </ul> </li> <li>• Movement <ul style="list-style-type: none"> <li>- Projection</li> <li>- Cooperative in Groups</li> <li>- Creating a Dance</li> </ul> </li> </ul>

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<b>1<sup>st</sup> Six Weeks</b>	<b>2<sup>nd</sup> Six Weeks</b>	<b>3<sup>rd</sup> Six Weeks</b>
<b>ANALYSIS/RESPONSE</b>	<b>ANALYSIS/RESPONSE</b>	<b>ANALYSIS/RESPONSE</b>
<ul style="list-style-type: none"> <li>• Music Theory/vocabulary               <ul style="list-style-type: none"> <li>- Staves</li> <li>- Notation</li> <li>- Rhythms</li> <li>- Dynamics</li> </ul> </li> <li>• Properties of Vocal Technique</li> <li>• Sight Reading Basics</li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Canons</li> <li>- Unison, 2, 3, and 4 Parts</li> <li>- Intervals</li> </ul> </li> <li>• Critical Listening/Evaluation</li> <li>• Critical Listening</li> <li>• Individual Assessment</li> <li>• Individual Practice</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>- Major Keys/Scales</li> <li>- Circle of 5ths</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Vowel Formation</li> <li>- Consonant Production</li> <li>- Diphthong Production</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Intervals</li> <li>- Dotted Rhythms</li> <li>- Melodies Using M2 and M3</li> <li>- Triads</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Unison, 2, 3, and 4 Parts</li> <li>- West Tennessee Honor Choir Literature</li> </ul> </li> <li>• Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>- Rubrics</li> </ul> </li> <li>• Individual Assessment</li> <li>• Individual Practice</li> <li>• Listening               <ul style="list-style-type: none"> <li>- Genres</li> <li>- Swing vs. Latin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>- Tempo Indicators</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Vocal Registers</li> <li>- Resonance/Placement</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Syncopation</li> <li>- Complex Rhythm Patterns</li> <li>- Rests</li> <li>- Leaps Up to an Octave</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Accompanied Literature</li> <li>- a Cappella Literature</li> </ul> </li> <li>• Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>- Solo and Ensemble Literature</li> </ul> </li> <li>• Individual Assessment               <ul style="list-style-type: none"> <li>- Tape</li> </ul> </li> <li>• Individual Practice</li> <li>• Listening               <ul style="list-style-type: none"> <li>- Genres</li> <li>- Blues Charts</li> </ul> </li> </ul>
<b>HISTORY/CULTURE</b>	<b>HISTORY/CULTURE</b>	<b>HISTORY/CULTURE</b>
<ul style="list-style-type: none"> <li>• Music History through Choral Literature</li> <li>• World Cultures through Choral Literature</li> <li>• Interdisciplinary Studies through Choral Literature</li> <li>• Timeline</li> <li>• Dixieland and Swing</li> </ul>	<ul style="list-style-type: none"> <li>• Music History through Choral Literature</li> <li>• World Cultures through Choral Literature</li> <li>• Interdisciplinary Studies through Choral Literature</li> <li>• Dixieland Style</li> <li>• Early Swing – 1920s vs. Late Swing – 1940s</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Periods               <ul style="list-style-type: none"> <li>- Early Music</li> <li>- Renaissance</li> <li>- Baroque</li> <li>- Classical</li> <li>- Romantic</li> <li>- Contemporary</li> </ul> </li> <li>• Delta Blues</li> <li>• Early Jazz Blues</li> </ul>

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4 <sup>th</sup> Six Weeks	5 <sup>th</sup> Six Weeks	6 <sup>th</sup> Six Weeks
<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary               <ul style="list-style-type: none"> <li>- Intervals</li> <li>- Triads</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Articulations (basic)</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Melodies - Intervals to an Octave</li> <li>- Triads in Inversion</li> <li>- Two Parts</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Balance and Blend</li> <li>- Solo and Ensemble Literature</li> </ul> </li> <li>• Music Reading Grade 3-5               <ul style="list-style-type: none"> <li>- Meters</li> <li>- Keys</li> <li>- Articulation</li> <li>- Rhythm</li> <li>- Vocalization</li> </ul> </li> <li>• Jazz Theory               <ul style="list-style-type: none"> <li>- Melodic</li> <li>- Harmonic</li> </ul> </li> <li>• Style               <ul style="list-style-type: none"> <li>- Latin</li> </ul> </li> <li>• Movement               <ul style="list-style-type: none"> <li>- Extended Movement Sequences</li> <li>- Choreography</li> <li>- Solving a Movement Problem</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary               <ul style="list-style-type: none"> <li>- Minor Keys/Scales</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Advanced Vocalizes</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Changing Meters</li> <li>- 3 and 4 Parts</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Multiple Divisi Choral Literature</li> <li>- Choral Festival Literature</li> </ul> </li> <li>• Music Reading Grade 3-5               <ul style="list-style-type: none"> <li>- Rhythm Patterns</li> <li>- More Complex Meters</li> <li>- Intervals</li> <li>- Vocalization</li> </ul> </li> <li>• Jazz Theory               <ul style="list-style-type: none"> <li>- Melodic</li> <li>- Harmonic</li> </ul> </li> <li>• Style               <ul style="list-style-type: none"> <li>- Swing</li> </ul> </li> <li>• Scales               <ul style="list-style-type: none"> <li>- Minors – 3 Forms</li> <li>- Modes</li> </ul> </li> </ul>	<p style="text-align: center;"><b>PERFORMANCE SKILLS</b></p> <ul style="list-style-type: none"> <li>• Music Reading/Vocabulary               <ul style="list-style-type: none"> <li>- Chord Progressions</li> <li>- Cadences</li> <li>- Analysis</li> </ul> </li> <li>• Vocal Technique</li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Accompanied Literature and a Cappella Literature</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Multiple Divrsi Choral Literature</li> <li>- West Tennessee Choral Festival Literature</li> </ul> </li> <li>• Music Reading Grades 4-6               <ul style="list-style-type: none"> <li>- Various Meters and Styles</li> <li>- Sight Reading</li> <li>- Keys</li> <li>- Vocalization</li> </ul> </li> <li>• Jazz Theory               <ul style="list-style-type: none"> <li>- Lead Sheet</li> <li>- Arranging</li> </ul> </li> <li>• Style               <ul style="list-style-type: none"> <li>- Latin</li> <li>- Swing</li> </ul> </li> <li>• Scales               <ul style="list-style-type: none"> <li>- Modes</li> <li>- Whole Tone</li> </ul> </li> <li>• Movement</li> </ul>

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<b>ANALYSIS/RESPONSE</b>	<b>ANALYSIS/RESPONSE</b>	<b>ANALYSIS/RESPONSE</b>
<ul style="list-style-type: none"> <li>• Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>- Triads</li> <li>- All Intervals</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Articulations</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Melodies - Intervals Up to an Octave</li> <li>- Triad Inversions</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Balance and Blend</li> <li>- Solo and Ensemble</li> </ul> </li> <li>• Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>- Historical Periods</li> </ul> </li> <li>• Individual Assessment</li> <li>• Individual Practice</li> <li>• Listening               <ul style="list-style-type: none"> <li>- Genres</li> <li>- Latin</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>- Minor Keys/Scales</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Advanced Studies</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Changing Meters</li> <li>- In unison, 2, 3, and 4 Parts</li> </ul> </li> <li>• Choral Performance               <ul style="list-style-type: none"> <li>- Multi-Divisi Literature</li> <li>- West Tennessee Festival Literature</li> </ul> </li> <li>• Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>- Self and Group Assessment</li> </ul> </li> <li>• Individual Assessment               <ul style="list-style-type: none"> <li>- Improvisation Using Modes</li> </ul> </li> <li>• Individual Practice</li> <li>• Listening</li> </ul>	<ul style="list-style-type: none"> <li>• Music Theory/Vocabulary               <ul style="list-style-type: none"> <li>- Basic Harmonic Analysis</li> </ul> </li> <li>• Vocal Technique               <ul style="list-style-type: none"> <li>- Advanced Studies</li> </ul> </li> <li>• Sight Reading               <ul style="list-style-type: none"> <li>- Accompanied Literature and a Cappella Literature</li> <li>- Multi-Divisi Literature</li> </ul> </li> <li>• Choral Performance</li> <li>• Critical Listening/Evaluation               <ul style="list-style-type: none"> <li>- Persuasive Writing</li> </ul> </li> <li>• Individual Assessment (Improvisation Using More Complex Modes)</li> <li>• Individual Practices</li> </ul>
<b>HISTORY/CULTURE</b>	<b>HISTORY/CULTURE</b>	<b>HISTORY/CULTURE</b>
<ul style="list-style-type: none"> <li>• Choral Styles               <ul style="list-style-type: none"> <li>- Classic</li> <li>- Jazz/Swing</li> <li>- Spirituals</li> <li>- Patriotic</li> <li>- Show Choir</li> </ul> </li> <li>• Latin Style Analysis</li> </ul>	<ul style="list-style-type: none"> <li>• Choral Styles               <ul style="list-style-type: none"> <li>- Classic</li> <li>- Jazz/Swing</li> <li>- Spirituals</li> <li>- Patriotic/Natiionalistic</li> <li>- Show Choir</li> </ul> </li> <li>• Dave Brubeck and Dizzy Gillespie</li> </ul>	<ul style="list-style-type: none"> <li>• Music History through Choral Literature</li> <li>• World Cultures through Choral Literature</li> <li>• Interdisciplinary Aspects through Choral Literature</li> <li>• Ella Fitzgerald</li> </ul>

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