

Stockton Unified School District  
**Curriculum Map**

**Music**

**Performing Choir Grades 7-8**

SUSD Standards	Content Outline	Products/ Performance Assessments	Resources	Connections
<p>1, 2, 5</p> <p>3</p> <p>4</p>	<p><b>First 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. Rhythm review</li> <li>2. Major scales</li> <li>3. Review notes on the staff</li> <li>4. Review basic vocabulary</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Posture/breathing/tone</li> </ol> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Performance in the Key of C</p> <ol style="list-style-type: none"> <li>1. Demonstration</li> </ol> <p>B. Unison Sight Reading in the Key of C</p> <ol style="list-style-type: none"> <li>1. Demonstration</li> </ol> <p>C. The Order of Whole and Half Steps in a Major Scale</p> <ol style="list-style-type: none"> <li>1. Writing</li> </ol> <p>D. C Major Scale</p> <ol style="list-style-type: none"> <li>1. Writing</li> </ol> <p>E. Singing - Half and Whole Steps</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>F. Identifying - Half and Whole Steps</p> <ol style="list-style-type: none"> <li>1. Identification</li> </ol> <p>G. Saying or Clapping Rhythms - Whole Notes and Rests, Half Notes and Rests, and Quarter Notes and Rests</p> <ol style="list-style-type: none"> <li>1. Performance</li> </ol> <p>H. Listening and Evaluation</p> <ol style="list-style-type: none"> <li>1. Recordings of choral ensembles</li> <li>2. Critique</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Choral SATB Music Score</p> <ol style="list-style-type: none"> <li>1. Demonstration and performance</li> </ol>	<p>EM pp. 19, 203-205</p>	<p>EM pp. 3-10, 20</p> <p>EM pp. 62, 69, 70, 79</p> <p>EM pp. 11-16</p> <p>EM pp. 15, 16</p>	<p><u>Language Arts</u>: symbol systems</p> <p><u>Health/Lifetime Wellness</u>: respiratory system</p> <p><u>Social Studies</u>: historical context</p>

**RESOURCE KEY**

EM = Essential Musicianship Book 2



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4	<p><b>Second Six Weeks</b></p> <p>E. Listening and Evaluation</p> <ol style="list-style-type: none"> <li>1. Recordings of choral ensembles</li> <li>2. Critique</li> </ol> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Canons</p> <ol style="list-style-type: none"> <li>1. Demonstration and performance</li> </ol> <p>B. Polyphony</p> <ol style="list-style-type: none"> <li>1. Demonstration and performance</li> </ol>		EM pp. 37, 38	<u>Social Studies</u> : historical context, cultural context
1, 2, 5	<p><b>Third 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. Key of G</li> <li>2. 2-part singing</li> <li>3. 3-part singing</li> <li>4. 4-part singing</li> <li>5. Ascending above tonic</li> <li>6. Descending below tonic</li> <li>7. Accent</li> <li>8. Tempo</li> <li>9. Al fine</li> <li>10. Intercostal muscles</li> </ol> <p>B. Vocal Techniques</p> <ol style="list-style-type: none"> <li>1. Review inhalation, exhalation and release</li> <li>2. "Controlled" exhalation</li> </ol>	EM pp. 203-205  Teacher-Directed Oral Evaluation	EM pp. 22, 24, 26-29, 33-38, 47, 50, 51  EM pp. 50, 51	<u>Language Arts</u> : phonological awareness, reading comprehension <u>Foreign Language</u> : Italian terms  <u>Health/Lifetime Wellness</u> : respiratory system, muscular system, circulatory system

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3	<p><b>Third Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Singing Melodic Intervals - 2nds, 3rds, 4ths, 5ths</p> <p>1. Performance</p> <p>B. Singing Harmonic Intervals - 2nds, 3rds, 4ths, 5ths</p> <p>1. Performance</p> <p>C. Identifying Melodic Intervals - 2nds, 3rds, 4ths, 5ths</p> <p>1. Identification</p> <p>D. Identifying Harmonic Intervals - 2nds, 3rds, 4ths, 5ths</p> <p>1. Identification</p> <p>E. Listening and Evaluation</p> <p>1. Recordings of choral ensembles</p> <p>2. Critique</p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Monophonic Music</p> <p>1. Demonstration and performance</p>	Teacher-Directed Oral Evaluation	EM pp. 41, 49	<u>Math</u> : ratio, distance

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<p>3</p> <p>4</p>	<p><b>Fourth Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <p>A. Singing In 2-Parts, 3-Parts and 4-Parts</p> <p>    1. Demonstration</p> <p>B. Singing/Sight Reading with Changing Meter Within a Song or Exercise</p> <p>    1. Performance</p> <p>C. Singing, Clapping and Saying Rhythms with Whole, Half, Quarter, Eighth and Dotted Half Notes and Rests</p> <p>    1. Demonstration</p> <p>D. Accompanying</p> <p>    1. Performance</p> <p>E. Rehearsal/Performance Schedule</p> <p>    1. Attendance</p> <p>F. Ensemble</p> <p>    1. 3-part and 4-part</p> <p>G. Listening and Evaluation</p> <p>    1. Recordings or live performances</p> <p>    2. Critique</p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Folk Music</p> <p>    1. Identification and recognition</p>	<p>EM pp. 203-205</p>	<p>EM pp. 66-74, 79-83, 86-88</p> <p>EM pp. 65-74</p>	<p><u>Language Arts</u>: phonological awareness</p> <p><u>Social Studies</u>: cultural context</p>

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4	<p><b>Fifth Six Weeks</b></p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. The Male Changing Voice</p> <ol style="list-style-type: none"> <li>1. Research and demonstration</li> </ol> <p>B. Falsetto</p> <ol style="list-style-type: none"> <li>1. Research and demonstration</li> </ol> <p>C. Hispanic Music</p> <ol style="list-style-type: none"> <li>1. Research, demonstration, and performance</li> </ol>		EM pp. 110, 111, 123-125	<p><u>Social Studies</u>: historical context, cultural context</p> <p><u>Science</u>: vibrations</p>
1, 2, 5	<p><b>Sixth 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. Resonance</li> <li>2. Palate - soft and hard</li> <li>3. Ties and slurs</li> </ol> <p>B. Vocal Technique</p> <ol style="list-style-type: none"> <li>1. Posture/breath</li> <li>2. Articulation</li> <li>3. Activating the diaphragm</li> <li>4. The nasal tone</li> <li>5. Registers</li> <li>6. Diphthongs</li> </ol>	EM pp. 203-205	EM Book 2 . p. 128, 129, 143.145, 167.168, 180.182, 194,	<p><u>Language Arts</u>: word meaning, phonological awareness</p> <p><u>Health/Lifetime Wellness/Science</u>: skeletal system, respiratory system, muscular system, circulatory system</p>

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3	<p style="border: 1px solid black; padding: 2px; display: inline-block;"><b>Sixth Six Weeks</b></p> <p><b>II. ANALYSIS/RESPONSE</b></p> <ul style="list-style-type: none"> <li>A. Key of D               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>B. D Major Scale               <ul style="list-style-type: none"> <li>1. Writing</li> </ul> </li> <li>C. Tonic, Subdominant, and Dominant Chords               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>D. Tonic, Subdominant, and Dominant Chords in the Key of D               <ul style="list-style-type: none"> <li>1. Identification and construction</li> </ul> </li> <li>E. Rhythms with Sixteenth Notes and Rests               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>F. Bb Major               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>G. Tonic, Subdominant, and Dominant Chords in Bb               <ul style="list-style-type: none"> <li>1. Identification</li> </ul> </li> <li>H. Natural and Relative Minor Scales               <ul style="list-style-type: none"> <li>1. Writing</li> </ul> </li> <li>I. Dotted Notes and Rests               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>J. Dotted Rhythms               <ul style="list-style-type: none"> <li>1. Performance</li> </ul> </li> <li>K. Rehearsal/Performance Schedule               <ul style="list-style-type: none"> <li>1. Attendance</li> </ul> </li> <li>L. Ensemble               <ul style="list-style-type: none"> <li>1. 3-part and 4-part</li> </ul> </li> <li>M. Listening and Evaluation               <ul style="list-style-type: none"> <li>1. Live performances</li> <li>2. Critique</li> </ul> </li> </ul>	EM pp. 153, 203-205	EM pp. 130-142, 146-152, 154-166, 169-179, 183-190, 195-202, 206-212	<u>Math</u> : number systems

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	<p><b>Sixth Six Weeks</b></p> <p><b>III. HISTORY/CULTURE</b></p> <p>A. Musical Styles - Music for Celebrations</p> <p>1. Research and performance</p>			

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