

Choir 7-9 Scope and Sequence

Title/Concept	Essential Question(s)	Standard: Strand, indicator, or benchmark	Student Outcomes (Objectives/Skills)	Key Vocabulary	Evidence of Learning		Resources/Text
					Instructional Activities	Common Formative Assessment(s)/Date	
All "Units" are taught throughout the year.	<ol style="list-style-type: none"> 1. Recur throughout life. 2. Are key inquiries w/in discipline. 3. Help students make sense of core content. 						

Tone	How can I sing my best?	Students will be able to sing a varied repertoire in small & large ensembles Students will listen to, analyze, & describe music (1.0, 6.0)	Sing a variety of repertoire with correct tone	Tone Style Control Projection quality Support Vitality & Beauty	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
Intonation	How can I sing using appropriate skills (posture, breath, tone, diction, and expression)?	Students listen to, analyze, & describe music Students will be able to sing a varied repertoire (1.0, 6.0)	Sing with correct intonation, good tone, and correct pitches	Intonation Vertical Alignment Intervals Chords Melodic Line Unisons	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
Blend	What did I do well and what could I have done better?	Students listen to, analyze, & describe music. Students will be able to sing in a varied repertoire (1.0, 6.0)	Sing with pure vowels and to be able to blend with others	Vowel purity & consistency Style Individual Voices Sections	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature

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Balance	What is the relationship between the different parts and sections in the choir?	Students listen to, analyze, & describe music Students will be able to sing a varied repertoire Demonstrate appropriate ensemble technique while following a conductor (1.0, 5.0, 6.0)	Sing with the pyramid sound in mind	Pyramid of sound Sections	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Diction	How can I sing skillfully (focus on posture, breath control, tone production, diction, and expression)?	<p>Students listen to, analyze, & describe music</p> <p>Students will be able to sing a varied repertoire</p> <p>Demonstrate appropriate ensemble technique while following a conductor</p> <p>(1.0, 5.0, 6.0)</p>	Sing with correct pronunciation and clear concise diction.	<p>Diction</p> <p>Beginning, inner, and ending consonants</p> <p>Clarity of words</p> <p>Attacks & Releases</p>	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
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Rhythm	How can I read and perform rhythmic music notation?	Students read and notate music (5.0)	Sing with correct accuracy of time values, precision, and stylistic authenticity	Time Value Phrases Tempo (Specific to Instructional Activities) Notes Rests Time Signature	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
General Effect	How can movement enhance a choral performance?	Movement: Students demonstrate an understanding of movement through skill, techniques, choreography as a form of communication (10.0)	Sing with meaning	Attitude Confidence Energy Body & Facial Expression Stage Presence & Deportment	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature

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Interpretation	How do I read and interpret music? How is music used to help tell a story?	Cultural and Historical Connections; Students demonstrate the knowledge of the historical periods and cultural diversity of music (9.0)	Sing with meaning	Tempo Dynamics Articulation Sensitivity Text Performance Practice Phrasing	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature
Music	How does music vary from composers, genres, and time periods?	Listening and Evaluation: Students will listen to, analyze, and describe music while evaluating a musical performance (5.0-6.0)	Sing a varied repertoire in 2, 3, and 4 parts.	Parts Soprano Tenor Alto Bass Repertoire	<ul style="list-style-type: none"> • Concert Repertoire • Method Books • Rhythm Packets 	<ul style="list-style-type: none"> • Festivals • Concerts • Singing Tests 	<ul style="list-style-type: none"> • Varied Vocal Exercises • Concert Literature