

# Dietrich Music Program

## 7-8<sup>th</sup> Music Appreciation

### Essential Questions:

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1	Standards	Student Learning Target	Lessons	Assessments
s t S e m e s t e r	MU:Pr4.1.H.5a	<ul style="list-style-type: none"> <li>Student will learn and demonstrate proper posture, hand position, and playing position.</li> <li>Students will analyze music they are performing.</li> <li>Play individually and as a group</li> <li>Students will develop sight reading skills at their performance level</li> <li>Students will play using a variety of basic rhythms, and simple rhythm patterns, meters, and mediums (no syncopation)</li> <li>Students will help select repertoire based on difficulty level, personal interest, and context to performance.</li> <li>Students will perform with expression and accuracy.</li> <li>Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> </ul>	<ul style="list-style-type: none"> <li>Intro to Instrument</li> <li>Steady Beat</li> <li>Counting Rhythms</li> <li>Intro to Sight Reading</li> <li>Level 1 Cadences (Moving to Level 2 as group progresses)</li> <li>Level 1 Grooves (Moving to Level 2 as group progresses)</li> <li>Level 1 &amp; 2 Warm-Ups</li> <li>Select Repertoire</li> <li>Intro to music analysis</li> <li>Performance decorum practice.</li> </ul>	Playing Tests  Daily Feedback & Observations  Veteran's Day Concert  Christmas Concert  Basketball Games (For those participating in pep band)
	MU:Pr4.2.H.5a			
	MU:Pr4.3.H.5a			
	MU:Pr5.1.H.5a			
	MU:Pr6.1.H.5a			
	MU:Re7.1.H.5a			
	MU:Re7.2.H.5a			
	MU:Re8.1.H.5a			
	MU:Re9.1.H.5a			
	MU:Cn10.1.H.5a			
MU:Cn11.1.H.5a				

		<ul style="list-style-type: none"> <li>• Students will perform music from a variety of cultures, styles, historical periods, and connect with the music on a personal level.</li> <li>• Learn warm-up &amp; vocalizing techniques</li> <li>• Begin developing proper breathing and aural techniques</li> <li>• Select Repertoire for Patriotic Concert</li> <li>• Give peer feedback</li> <li>• Intro to analyzing music</li> <li>• Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>• Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>• Analyzing music in movies</li> <li>• Learn about the history of music and about the importance of historical music.</li> <li>• Develop and understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>• Work on patriotic music and apply personal understanding to performance.</li> <li>• Select Repertoire for Christmas Concert</li> </ul>	<ul style="list-style-type: none"> <li>• Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>• Students will do matching pitch exercises to assist them in Aural training.</li> <li>• Analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>• Connect to the music through class discussions and personal experiences.</li> <li>• Using teacher-provided criteria, students will create a song together to gain a better understanding of standard notation and rhythmic notation.</li> </ul>	
<b>2</b> <b>n</b> <b>d</b> <b>S</b> <b>e</b> <b>m</b> <b>e</b>	<b>Standards</b>	<b>Student Learning Target</b>	<b>Lessons</b>	<b>Assessments</b>
	MU:Pr4.1.H.5a	<ul style="list-style-type: none"> <li>• Student will learn and demonstrate proper posture, hand position, and playing position.</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Instrument</li> </ul>	Playing Tests
	MU:Pr4.2.H.5a	<ul style="list-style-type: none"> <li>• Students will analyze music they are performing.</li> </ul>	<ul style="list-style-type: none"> <li>• Steady Beat</li> </ul>	Daily Feedback & Observations
	MU:Pr4.3.H.5a	<ul style="list-style-type: none"> <li>• Play individually and as a group</li> </ul>	<ul style="list-style-type: none"> <li>• Counting Rhythms</li> </ul>	
	MU:Pr5.1.H.5a	<ul style="list-style-type: none"> <li>• Students will develop sight reading skills at their performance level</li> </ul>	<ul style="list-style-type: none"> <li>• Intro to Sight Reading</li> </ul>	Spring Concert
	MU:Pr6.1.H.5a			
	MU:Re7.1.H.5a			

s t e r	MU:Re7.2.H.5a MU:Re8.1.H.5a MU:Re9.1.H.5a MU:Cn10.1.H.5a MU:Cn11.1.H.5a	<ul style="list-style-type: none"> <li>● Students will play using a variety of basic rhythms, and simple rhythm patterns, meters, and mediums (no syncopation)</li> <li>● Students will help select repertoire based on difficulty level, personal interest, and context to performance.</li> <li>● Students will perform with expression and accuracy.</li> <li>● Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> <li>● Students will perform music from a variety of cultures, styles, historical periods, and connect with the music on a personal level.</li> <li>● Learn warm-up &amp; vocalizing techniques</li> <li>● Begin developing proper breathing and aural techniques</li> <li>● Select Repertoire for Spring Concert</li> <li>● Give peer feedback</li> <li>● Intro to analyzing music</li> <li>● Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>● Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>● Analyzing music in movies</li> <li>● Learn about the history of music and about the importance of historical music.</li> <li>● Develop and understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>● Work on patriotic music and apply personal understanding to performance.</li> </ul>	<ul style="list-style-type: none"> <li>● Level 1 Cadences (Moving to Level 2 as group progresses)</li> <li>● Level 1 Grooves (Moving to Level 2 as group progresses)</li> <li>● Level 1 &amp; 2 Warm-Ups</li> <li>● Select Repertoire</li> <li>● Intro to music analysis</li> <li>● Performance decorum practice.</li> <li>● Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>● Students will do matching pitch exercises to assist them in Aural training.</li> <li>● Analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>● Connect to the music through class discussions and personal experiences.</li> <li>● Using teacher-provided criteria, students will create a song together to gain a better understanding of standard</li> </ul>	Basketball Games (For those participating in pep band)
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			notation and rhythmic notation.	
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## Dietrich Music Program

Class: 7<sup>th</sup> Hour Band

### Essential Questions:

How does understanding the structure and context of musical works inform performance?

How do performers interpret musical works?

How do musicians improve the quality of their performance?

When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

How do individuals choose music to experience?

How does understanding the structure and context of music inform a response?

How do we discern the musical creators' and performers' expressive intent?

How do we judge the quality of musical work(s) and performance(s)?

How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

1 s t  Q u a r t e r	Standards	Student Learning Target	Lessons	Assessments

	<p>MU:Pr4.1.H.5a  MU:Pr4.2.H.5a  MU:Pr4.3.H.5a  MU:Pr5.1.H.5a  MU:Pr6.1.H.5a  MU:Re7.1.H.5a  MU:Re7.2.H.5a  MU:Re8.1.H.5a  MU:Re9.1.H.5a  MU:Cn10.1.H.5a  MU:Cn11.1.H.5a</p>	<ul style="list-style-type: none"> <li>● Student will learn and demonstrate proper posture, embouchure, hand position, and playing position</li> <li>● Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>● Student will play using a variety of rhythms, meters, and mediums.</li> <li>● Student will learn and perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>● Student will learn to be expressive in performance which may or may not include; dynamics, vibrato, trills, grace notes, alternate fingerings, etc.</li> <li>● Student will develop sight reading skills at their performance level.</li> <li>● Student will perform music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>● Students will analyze music they are performing.</li> <li>● Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>● Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>● Student will perform with expression and accuracy.</li> <li>● Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> </ul>	<p>Intro to instrument</p> <p>Intro to scales and/or chords and strumming patterns</p> <p>Intro to sight reading.</p> <p>Repertoire selection.</p> <p>Peer performance and feedback.</p> <p>Intro to musical terms, and expressions.</p> <p>Intro to music analysis.</p> <p>Performance decorum Practice</p>	<p>Daily/Weekly Reflections</p> <p>Teacher and Peer Feedback</p> <p>Playing Tests</p>
<p><b>2</b> n d <b>Q</b> u a r t e r</p>	<p>Standards</p>	<p><b>Student Learning Target</b></p>	<p><b>Lessons</b></p>	<p><b>Assessments</b></p>

<p>MU:Pr4.1.H.5a  MU:Pr4.2.H.5a  MU:Pr4.3.H.5a  MU:Pr5.1.H.5a  MU:Pr6.1.H.5a  MU:Re7.1.H.5a  MU:Re7.2.H.5a  MU:Re8.1.H.5a  MU:Re9.1.H.5a  MU:Cn10.1.H.5a  MU:Cn11.1.H.5a  MU:Cr1.1.H.5a  MU:Cr2.1.H.5a  MU:Cr3.1.H.5a  MU:Cr3.2.H.5a</p>	<ul style="list-style-type: none"> <li>● Student will consistently demonstrate proper posture, embouchure, hand position, and playing position</li> <li>● Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>● Student will play using a variety of rhythms, meters, and mediums.</li> <li>● Student will perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>● Student will be expressive in performance which may or may not include; dynamics, vibrato, trills, grace notes, alternate fingerings, etc.</li> <li>● Student will develop sight reading skills at their performance level.</li> <li>● Student will perform music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>● Students will analyze music they are performing</li> <li>● Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>● Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>● Student will perform with expression and accuracy.</li> <li>● Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> <li>● Students will explore creating, notating, and improvising music.</li> </ul>	<p>Continue Learning instrument basics.</p> <p>Continue learning more scales/chords and strumming patterns.</p> <p>Sight Reading</p> <p>Repertoire selection</p> <p>Peer Performance and Feedback</p> <p>Continue learning musical terms and expressions. (pedagogy)</p> <p>Intro to music analysis</p> <p>My Anthem 1</p>	<p>Daily/Weekly Reflections</p> <p>Teacher and Peer Feedback</p> <p>Playing Tests</p> <p>Recordings</p> <p>Christmas Concert</p>
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3	Standards	Student Learning Target	Lessons	Assessments
3 r d Q u a r t e r	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Pr5.1.H.5a MU:Pr6.1.H.5a MU:Re7.1.H.5a MU:Re7.2.H.5a MU:Re8.1.H.5a MU:Re9.1.H.5a MU:Cn10.1.H.5a MU:Cn11.1.H.5a	<ul style="list-style-type: none"> <li>● Student will learn and demonstrate proper posture, embouchure, hand position, and playing position</li> <li>● Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>● Student will play using a variety of rhythms, meters, and mediums.</li> <li>● Student will learn and perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>● Student will learn to be expressive in performance which may or may not include; dynamics, vibrato, trills, grace notes, alternate fingerings, etc.</li> <li>● Student will develop sight reading skills at their performance level.</li> <li>● Student will perform music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>● Students will analyze music they are performing.</li> <li>● Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>● Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>● Student will perform with expression and accuracy.</li> <li>● Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> </ul>	Intro to instrument  Intro to scales and/or chords and strumming patterns  Intro to sight reading.  Repertoire selection.  Peer performance and feedback.  Intro to musical terms, and expressions.  Intro to music analysis.  Performance decorum Practice	Daily/Weekly Reflections  Teacher and Peer Feedback  Playing Tests

4	Standards	Student Learning Target	Lessons	Assessments
t h Q u a r t e r	MU:Pr4.1.H.5a MU:Pr4.2.H.5a MU:Pr4.3.H.5a MU:Pr5.1.H.5a MU:Pr6.1.H.5a MU:Re7.1.H.5a MU:Re7.2.H.5a MU:Re8.1.H.5a MU:Re9.1.H.5a MU:Cn10.1.H.5a MU:Cn11.1.H.5a MU:Cr1.1.H.5a MU:Cr2.1.H.5a MU:Cr3.1.H.5a MU:Cr3.2.H.5a	<ul style="list-style-type: none"> <li>● Student will consistently demonstrate proper posture, embouchure, hand position, and playing position</li> <li>● Student will produce a characteristic tone that is clear, free of tension, sustained, and unwavering in pitch.</li> <li>● Student will play using a variety of rhythms, meters, and mediums.</li> <li>● Student will perform scales on a quarter-eighth note pattern and/or play chords using multiple strum patterns.</li> <li>● Student will be expressive in performance which may or may not include; dynamics, vibrato, trills, grace notes, alternate fingerings, etc.</li> <li>● Student will develop sight reading skills at their performance level.</li> <li>● Student will perform music from a variety of cultures, styles, and historical periods, and connect with the music on a personal level.</li> <li>● Students will analyze music they are performing</li> <li>● Students will analyze their own performances and the performances of others and give meaningful constructive feedback.</li> <li>● Student will select repertoire based on difficulty level, personal interest, and context of the performance.</li> <li>● Student will perform with expression and accuracy.</li> <li>● Students will identify and describe the expressive intent of interpretations of music (personal and peer) and describe how interest, experience, and contexts effect evaluation of music.</li> <li>● Students will explore creating, notating, and improvising music.</li> </ul>	Continue Learning instrument basics.  Continue learning more scales/chords and strumming patterns.  Sight Reading  Repertoire selection  Peer Performance and Feedback  Continue learning musical terms and expressions. (pedagogy)  Intro to music analysis  My Anthem 1	Daily/Weekly Reflections  Teacher and Peer Feedback  Playing Tests  Recordings  Spring Concert



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## Dietrich Music Program

Class: Choir

### Essential Questions:

How do performers select repertoire?  
 How does understanding the structure and context of musical works inform performance?  
 How do performers interpret musical works?  
 How do musicians improve the quality of their performance?  
 When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?  
 How do musicians make meaningful connections to creating, performing, and responding?

How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?  
 How do musicians generate creative ideas?  
 How do musicians make creative decisions?  
 How do musicians improve the quality of their creative work?  
 When is creative work ready to share?  
 How do individuals choose music to experience?  
 How do individuals choose music to experience?  
 How do we discern the musical creators' and performers' expressive intent?  
 How do we judge the quality of musical work(s) and performance(s)?

1 <sup>s</sup> t Q u	Standards	Student Learning Target	Lessons/Activities	Assessments

<b>a r t e r</b>	MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Pr6.1.8 MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.E.5a MU:Cn11.0.E.5a	<ul style="list-style-type: none"> <li>● Learn warm-up &amp; vocalizing techniques</li> <li>● Begin developing proper breathing and aural techniques</li> <li>● Select Repertoire for Patriotic Concert</li> <li>● Give peer feedback</li> <li>● Intro to analyzing music</li> <li>● Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>● Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>● Analyzing music in movies</li> <li>● Learn about the history of music and about the importance of historical music.</li> <li>● Develop an understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>● Work on patriotic music and apply personal understanding to performance.</li> <li>● Select Repertoire for Christmas Concert</li> </ul>	<ul style="list-style-type: none"> <li>● Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>● Students will do matching pitch exercises to assist them in Aural training.</li> <li>● Sight singing training to help better understand the use of the Major Scale in music and help navigate notes on sight.</li> <li>● Students will help select and then learn a varied repertoire appropriate for group size and event.</li> <li>● We will watch performances (Recorded, movies, etc). to analyze the performance of others and judge their performance based on a set of criteria.</li> <li>● Select/write a script for the Christmas concert and pick which songs each group will perform.</li> <li>● Song Lyric analysis to determine the underlying themes of songs for performance and listening. Also analyze to understand the historical significance of the music and to help build personal connections to the music.</li> </ul>	Song Lyric Analysis 1-4  Participation  Veterans Day concert  Daily teacher feedback on performance.
<b>2 n d Q u a r t</b>	<b>Standards</b>	<b>Student Learning Target</b>	<ul style="list-style-type: none"> <li>● <b>Lessons</b></li> </ul>	<b>Assessments</b>

<p>e r</p>	<p>MU:Pr4.1.E.5a  MU:Pr4.2.E.5a  MU:Pr4.3.E.5a  MU:Pr5.1.E.5a  MU:Pr6.1.E.5a  MU:Pr6.1.E.5b  MU:Pr6.1.8  MU:Re7.1.E.5a  MU:Re7.2.E.5a  MU:Re8.1.E.5a  MU:Re9.1.E.5a  MU:Cn10.0.E.5a  MU:Cn11.0.E.5a  MU:Cr1.1.E.5a  MU:Cr2.1.E.5a  MU:Cr2.1.E.5b  MU:Cr3.1.E.5a  MU:Cr3.2.E.5a</p>	<ul style="list-style-type: none"> <li>● Continue practicing warm up techniques, adding in new focus points to warm-ups</li> <li>● Demonstrate Proper Breathing technique</li> <li>● Peer Feedback</li> <li>● Music Analysis</li> <li>● Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>● Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>● Analyzing music in movies</li> <li>● Learn about the history of music and about the importance of historical music.</li> <li>● Develop an understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>● Develop, preserve, evaluate, refine, and share personally developed melodic and/or rhythmic motives</li> </ul>	<ul style="list-style-type: none"> <li>● Practice vocal warm-up techniques exploring dynamics, tempo, expressive qualities, and resonance.</li> <li>● Continue matching pitch if needed.</li> <li>● Continue sight singing training using Sight Reading Factory. Introduce sight singing 2 part harmony.</li> <li>● Continue analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>● Continue looking into the history of music, in terms of the song choices, and understand how the history of music has evolved.</li> <li>● Connect to the music through class discussions and personal experiences.</li> <li>● Using teacher-provided criteria, students will create a song together to gain a better understanding of standard notation and rhythmic notation.</li> </ul>	<p>Christmas Concert</p> <p>Peer Performance Analysis</p> <p>Participation</p> <p>Daily teacher feedback on performance</p>
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<b>3<sup>r</sup> d Q u a r t e r</b>	<b>Standards</b>	<b>Student Learning Target</b>	<b>Lessons</b>	<b>Assessments</b>
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	<p>MU:Pr4.1.E.5a  MU:Pr4.2.E.5a  MU:Pr4.3.E.5a  MU:Pr5.1.E.5a  MU:Pr6.1.E.5a  MU:Pr6.1.E.5b  MU:Pr6.1.8  MU:Re7.1.E.5a  MU:Re7.2.E.5a  MU:Re8.1.E.5a  MU:Re9.1.E.5a  MU:Cn10.0.E.5a  MU:Cn11.0.E.5a</p>	<ul style="list-style-type: none"> <li>● Learn warm-up &amp; vocalizing techniques</li> <li>● Begin developing proper breathing and aural techniques</li> <li>● Select Repertoire for Patriotic Concert</li> <li>● Give peer feedback</li> <li>● Intro to analyzing music</li> <li>● Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>● Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>● Analyzing music in movies</li> <li>● Learn about the history of music and about the importance of historical music.</li> <li>● Develop and understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>● Work on Spring Concert music and apply personal understanding to performance.</li> <li>● Select Repertoire for Spring Concert</li> </ul>	<ul style="list-style-type: none"> <li>● Learn warm-Ups and explore vocal ranges as well as practice proper posture, breathing, and vowel sounds.</li> <li>● Students will do matching pitch exercises to assist them in Aural training.</li> <li>● Sight singing training to help better understand the use of the Major Scale in music and help navigate notes on sight.</li> <li>● Students will help select and then learn a varied repertoire appropriate for group size and event.</li> <li>● We will watch performances (Recorded, movies, etc). to analyze the performance of others and judge their performance based on a set of criteria.</li> <li>● Select theme and write a script for the Spring concert and pick which songs each group will perform.</li> <li>● Song Lyric analysis to determine the underlying themes of songs for performance and listening. Also analyze to understand the historical significance of the music and to help build personal connections to the music.</li> </ul>	<p>Song Lyric Analysis  1-4</p> <p>Participation</p> <p>Daily teacher  feedback on  performance</p>
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4 <sup>th</sup> Quarter	Standards	Student Learning Target	Lessons	Assessments
	MU:Pr4.1.E.5a MU:Pr4.2.E.5a MU:Pr4.3.E.5a MU:Pr5.1.E.5a MU:Pr6.1.E.5a MU:Pr6.1.E.5b MU:Pr6.1.8 MU:Re7.1.E.5a MU:Re7.2.E.5a MU:Re8.1.E.5a MU:Re9.1.E.5a MU:Cn10.0.E.5a MU:Cn11.0.E.5a MU:Cr1.1.E.5a MU:Cr2.1.E.5a MU:Cr2.1.E.5b MU:Cr3.1.E.5a MU:Cr3.2.E.5a	<ul style="list-style-type: none"> <li>Continue practicing warm up techniques, adding in new focus points to warm-ups</li> <li>Demonstrate Proper Breathing technique</li> <li>Peer Feedback</li> <li>Music Analysis</li> <li>Practice in a group and sectionals to develop personal performing and aural skills.</li> <li>Intro to sight reading and learning about the Major Scale solfege with fixed Do.</li> <li>Analyzing music in movies</li> <li>Learn about the history of music and about the importance of historical music.</li> <li>Develop an understanding of personal relationships and interpretations to music and how they affect performance.</li> <li>Develop, preserve, evaluate, refine, and share personally developed melodic and/or rhythmic motives</li> </ul>	<ul style="list-style-type: none"> <li>Practice vocal warm-up techniques exploring dynamics, tempo, expressive qualities, and resonance.</li> <li>Continue matching pitch if needed.</li> <li>Continue sight singing training using Sight Reading Factory. Introduce sight singing 2 part harmony.</li> <li>Continue analyzing performances of peers and professionals to understand feedback and learn how to apply it to personal and group performances.</li> <li>Continue looking into the history of music, in terms of the song choices, and understand how the history of music has evolved.</li> <li>Connect to the music through class discussions and personal experiences.</li> <li>Using teacher-provided criteria, students will create a song together to gain a better understanding of standard notation and rhythmic notation.</li> </ul>	Spring Concert  Match Pitch  SRF exercises  Peer Performance Analysis  Participation  Daily teacher feedback on performance

