Curriculum Map

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) How do the	ILS:		Students articulate	Board/dry erase	I continue to
Vocal and	lungs and	25.B.3, 25.B.4,	Formative: 10 points,	proper diction and	accessories	update the
Rhythm	diaphragm	25.A.3c, 25.A.f.1,	weekly grade	posture based on		music
Basics	function in	25.A.f.2, 25.A.f.3,		teacher modeling	Pencils	curriculum to
	singing?	25.A.g.1, 26.A.3c,		and peer interaction		reflect changes
Concert for	2) What are the	26.A.4d, 26.A.f.2,	Summative:	during each	Check-off Charts	and
the Hungry	basic elements	26.A.f.4, 26.A.f.5,	10 points	rehearsal.		improvements
Prep	of proper vocal	26.A.f.6, 26.A.f.8,	singing/rhythm		Computer	made in the
	health?	26.A.f.9, 26A.g.3,	assessments	Students articulate		Beecher
Quarter:	3) What are vocal	26.A.g.5, 26.A.g.6,		the "Tree of Notes"	Elmo	Schools Music
1	nodules?	26.A.g.8, 26.A.g.9,	15 points,	by count/clapping		Program.
	4) What is diction?	26.A.h.2, 26.A.h.4,	Fall Concert/	and "hissing" the	Projector	
Length: 10	5) When	26.A.h.5, 26.A.h.7,	Student Reflection Self-	different rhythmic		Student/Class
weeks	articulating a	26.A.h.8, 26.A.i.2,	Assessment	durations.	Piano	progress can
	vowel or a	26.A.i.5, 26.A.i.6,				vary greatly
Daily	consonant,	27.A.3b, 27.B.3		Using solfege and	Sound System/Stereo	based on the
Class	which has a			Kodaly hand signs,		following
	longer duration?	National Standards:		students	Google Classroom	factors:
	6) What is the			demonstrate and		The child's own
	proper	CCSS:		interpret the correct	Concert for the Hungry	innate musical
	positioning of	Anchor Standards for		pitches of the scale.	Music:	ability, the
	the mouth when	Reading:			1) TBD	tendencies of
	singing?	3, 4, 5, 9, 10.		Students work in	2) TBD	each individual
	7) What is the			small groups		instrument, the
	correct	Reading Standards		articulating different		amount of time
	articulation and	for Literature:		sounds and diction		spent home
	counting of the	2, 3, 5, 6, 10.		principles.		preparing the
	Tree of Notes?				Solfege packet	material,
						regular

	3) What are the	Reading Standards	Students count	t, clap, Rhythm Packet	attendance, and
	solfege syllables	for Informational	and sight read	, etap, Kirytiini i acket	bringing of
	for a diatonic	Text:	rudiments daily	y. Sheet music	required
	major scale?	2, 3, 4, 5, 7, 10.	ruannents aan	y. Sheet music	supplies to each
Q) What is the	2, 5, 7, 5, 7, 10.	Students partic	cipate Choir binders	rehearsal for
	difference	Anchor Standards for	in proper breat	1	full
	between a major	Writing:	and vocal warr	0	participation
	scale and a	1, 5, 9.	exercises.	supplements	participation
	minor scale?	1, 5, 7.	exercises.	1) Choir Handbooks	Essential
1	0) What is a scale	Anchor Standards for	Students	2) Music Dept.	questions can
	degree?	Speaking and	demonstrate	Calendar	only be
1	1) In what way	Listening:	awareness of p		-
	, ,	e	1	1)	properly answered with
	does a sharp alter a pitch?	1, 2, 4.	body alignmen	· · · · · · · · · · · · · · · · · · ·	some review of
1	2) In what way	Speaking and	breath support standing and si	· ·	previously
	does a flat alter a	1 0	standing and si	itting.	learned content.
		Listening Standards:	Students furthe		learned content.
	pitch?	1a, 1b, 1c, 1d.			Manufinan
	3) What is a sharp?	A malter Stendards for	discover and	1	My primary
	4) What is a whole	Anchor Standards for	develop pure v	owei	focus as the
	step?	Language:	sounds and		BHS vocal
	5) What is a half	1.	consonant		music teacher is
	step?		placement.		to continue
	6) What is solfege?	Standards for			teaching the art
	7) What are Kodaly	Mathematical	Students devel	ор	of singing to
	hand signs?	Practice:	and refine		students as a
	8) What are the	1, 2, 3, 5, 6, 7, 8	uniformity of		fun activity
	correct pitches,		vowels, blend		while instilling
	solfege		tone, and smoo		and developing
	syllables, and		transition betw		music literacy
	Kodaly hand		head and chest		skills. These
			as an ensemble	2.	skills are

3

signs for a major scale? 19) What are the correct pitches, solfege syllables, and Kodaly hand signs for a natural minor scale? 20) What is a triad? 21) What are the correct pitches, solfege syllables, and Kodaly hand signs for major and minor triads? 22) What is the proper posture for a vocalist when he/she is standing?		Demonstrate an awareness of physical energy when performing. Students will demonstrate their ability to follow the gestures of the conductor with understanding of his/her role as a vocalist. Students will demonstrate proper rhythmic breathing by chanting, count-clapping, and singing.	needed to perform rigorous music of many different cultures and styles. I am fully aware that this process will take time to develop and implement. Many students participated in additional musical opportunities afforded to them, such as the RVC Honor Choir and ILMEA Auditions
proper posture for a vocalist		count-clapping, and	the RVC Honor Choir and
standing? 23) What is the proper posture		Students will perform music in two part harmony,	Auditions.
for a vocalist when he/she is		as well as three part mixed.	
sitting? 24) What are the pitches of the		Students will sight-read	

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	treble clef staff	introductory and
	(A3-G5)?	intermediate
	25) What is	rhythms in
	sight-reading?	traditional notation
	26) What are the	and vocal excerpts
	basic principles	with the use of
	of sight-reading?	solfege and Kodaly
	27) How does one	hand signs.
	articulate	
	smooth	Students begin
	transitioning and	learning the process
	usage of the	of learning any
	head and chest	piece of music.
	voice?	
	28) How can the	Students will
	awareness of	perform music in a
	physical energy	foreign language.
	and focus impact	
	a performance?	Musical
	29) What is the role	terms/definitions as
	of the	presented in music
	conductor?	theory book.
	30) What is the role	
	of the vocalist	RVC Honor Choir
	within and	(select students)
	ensemble and as	
	a soloist?	ILMEA Division
	31) Can I identify,	Chorus Auditions
	count/clap, and	(volunteer students)
	play whole	
	notes, half notes,	Check-Offs:

Curriculum Map

	and quarter	1) Tree of Notes up
	notes?	to eighth notes
	32) Can I identify,	(count/clap,
	define, and	projected hiss)
	physically	2) Rhythm Panel 1
	respond to a	CC
	repeat sign?	1) Selected piece
	33) Can I identify,	#1
	define, and	2) Selected piece
	physically	#2
	respond to a	3) Diatonic Major
	breath mark?	Scale (solfege
	34) Do I sing with	w/Kodaly hand
	good tone	signs)
	quality?	4) Major Arpeggio
	35) Can I identify	5) Note Namers 1
	and explain a 4/4	(treble clef)
	time signature?	
	36) Do I warm-up	
	my voice	
	properly?	
	37) Can I identify,	
	explain, and	
	physically	
	respond to a	
	measure/	
	barline?	
	38) Can I identify,	
	explain, and	
	physically	
L I		

Curriculum Map

	T,		r
respond to a			
double bar line?			
39) Can I identify,			
count/clap, and			
play whole, half,			
and quarter			
rests?			
40) Can I identify,			
count/clap, and			
perform eighth			
notes?			
41) Can I define and			
physically			
respond to the			
tempo?			
42) Can I define and			
physically			
respond to			
tempo changes,			
such as			
ritardando and			
accelerando?			
43) Can I define and			
perform an			
accented note?			
44) Can I identify,			
count/clap, and			
perform dotted			
half notes?			

Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) How does	ILS:	Common 2155055ments	Group warm-ups	Computer	I continue to
	diction impact					update the

Winter		the sound of a	25.B.3, 25.B.4,	Formative: 10 points,			Elmo	music
Concert		singer and the	25.A.3c, 25.A.f.1,	weekly grade	Pa	rtner performance		curriculum to
Prep		choir as an	25.A.f.2, 25.A.f.3,		w/	HS band and	Projector	reflect changes
_		ensemble?	25.A.g.1, 26.A.3c,		ch	oir members	_	and
Review	2)	How do you	26.A.4d, 26.A.f.2,	Summative:			Piano	improvements
and cont.		count/clap the	26.A.f.4, 26.A.f.5,	10 points	Cł	neck-Offs:		made in the
from		following	26.A.f.6, 26.A.f.8,	singing/rhythm	1)	Tree of Notes up	Board/dry erase	Beecher
Quarter 1		rhythms (piece	26.A.f.9, 26A.g.3,	assessments		to eighth notes	accessories	Schools Music
		specific)?	26.A.g.5, 26.A.g.6,			(count/clap,		Program.
Quarter:	3)	What are the	26.A.g.8, 26.A.g.9,	15 points,		projected hiss)	Solfege packet	_
2^{nd}		expectations of a	26.A.h.2, 26.A.h.4,	Winter Concert/				Students
		performer during	26.A.h.5, 26.A.h.7,	Student Reflection Self-	2)	Diatonic Major	Rhythm Packet	continue to
Length: 10		a performance?	26.A.h.8, 26.A.i.2,	Assessment		Scale (solfege		demonstrate
weeks	4)	What are the	26.A.i.5, 26.A.i.6,			w/Kodaly hand	Check-off Charts	their
		expectations of a	27.A.3b, 27.B.3			signs)		understanding
Daily		performer as an			3)	Major Arpeggio	Pencils	of the basic
Class		audience	National Standards:		4)	Note Namers 1		principles of
		member (concert				(treble clef)	Choir binders	proper vocal
		etiquette)?	CCSS:		5)	Rhythm Panel 1		technique.
	5)	Do I warm-up	Anchor Standards for			CC	Portable CD/Stereo	Students
		properly?	Reading:		6)	Rhythm Panel 2		continue to
	6)	Do I sing with	3, 4, 5, 9, 10.			Verbal	Google Classroom	make
		correct posture						connections
		(sitting and	Reading Standards		M	usical	Sound System /Stereo	between solfege
		standing)?	for Literature:		ter	rms/definitions as		syllables and
	7)	Do I "point my	2, 3, 5, 6, 10.		pr	esented in theory	iPod	written music,
		voice" correctly			bo	ook.	1) (rehearsal/	as well as
		as I sing?	Reading Standards				accompaniment	connecting
	8)	Do I sing with	for Informational			oncert	playlists made from	written notation
		correct	Text:		Re	eflection/Self	various K-8 Music	to the rhythm of
		"phrasing?"	2, 3, 4, 5, 7, 10.		As	ssessment	Series CDs)	the vocal text.

9) In sight-singing			2) Count/Clap	
examples, can I	Anchor Standards for	Students perform for	Rhythm Playlist	Students are
correctly and	Writing:	audience members.	Kilytiini Flayiist	aware of the
5		audience members.	Winter Concert Music:	
independently	1, 5, 9.	Q - 1 - / E 1 - 1 -		physical
sing with		Solo/Ensemble	1) Piece #1	environment of
Kodaly hand	Anchor Standards for	Contest Registration	2) Piece #2	singing.
signs pitches:	Speaking and		3) Piece #3	
do, re, mi, fa,	Listening:			Students
and sol?	1, 2, 4.			demonstrated
10) Do I apply				an
appropriate	Speaking and			understanding
"facial	Listening Standards:			of proper
expressions"	1a, 1b, 1c, 1d.			concert
during rehearsal				etiquette as a
and musical	Anchor Standards for			performer and
performance?	Language:			audience
11) What would be	1.			member.
an appropriate				
expression to	Standards for			Students have
use to praise a	Mathematical			built upon
group of	Practice:			previous
performers?	1, 2, 3, 5, 6, 7, 8			knowledge.
12) What is the				They are able to
appropriate				listen, blend,
behavior for an				and harmonize
audience				as an ensemble.
member at a				Students have
music concert or				also shown me
show?				they can
				articulate
				proper diction

13) How can we tell			and posture
a story through			based on my
song?			modeling - and
14) What is the			do so
behavior of the			independently
audience like			during each
during a			rehearsal.
performance?			
15) What types of			
things do you			
notice about the			I found many
performance?			examples of the
16) Do I understand			CCSS in BHS
the relationships			choir
between a			curriculum.
conductor,			• • • • • • • • • • • • • • • • • • • •
accompanist,			
and the			
performing			
ensemble?			
17) What are the			
basic principles			
of sight-reading?			
18) Can I sing with			
Kodaly hand			
signs a diatonic			
major scale?			
19) What is a triad?			
20) Can I sing with			
Kodaly hand			
Kouary nanu	l		

r			1
signs a major			
triad?			
21) Can I identify	7		
and			
count/clap/sin			
the following			
notes and rest			
eighth notes,			
eighth rests,			
quarter notes,	,		
quarter rests,			
half notes, ha			
rests, dotted h	nalf		
notes, whole			
notes, and wh	ıole		
rests?			
22) Do I understa	ınd		
the meters of	2/4		
and 3/4?			
23) Can I identify	Ι,		
define, and			
physically			
respond to an	L		
accelerando,			
ritardando, ar	nd		
fermata?			
24) How do the			
lungs and			
diaphragm			
function in			
singing?			

		I		
25) What are the				
elements of				
proper vocal				
hygiene?				
26) How does a				
vocalist sing the				
major and				
natural minor				
scales?				
27) In what way				
does a sharp				
alter a pitch?				
28) In what way				
does a flat alter a				
pitch?				
29) What are the				
basic elements				
of proper vocal				
technique?				
30) What are the				
pitches of the				
treble clef staff				
(A3-G5)?				
31) How does one				
articulate				
smooth				
transitioning and				
usage of the				
head and chest				
voice?				
		1	1	

Curriculum Map

	 32) How can the awareness of physical energy and focus impact a performance (Stage presence)? 33) What is the role of the vocalist within and ensemble and as a soloist? 					
Unit	Essential Questions	Standards & Skills	Common Assessments	Learning Activities	Resources/Technology	Unit Reflection
Name:	1) How does a	ILS:	Formative:	Group warm-ups:	Computer	I continue to
Theory	vocalist sing the	25.B.3, 25.B.4,		1) Countdowns	171	update the
Unit/Sprin	major and	25.A.3c, 25.A.f.1,	10 points, weekly grade	2) Shoulder Rolls	Elmo	music
g Concert	natural minor	25.A.f.2, 25.A.f.3,		3) Eyebrow		curriculum to
Prep	scales?	25.A.g.1, 26.A.3c,	Summative:	Push-ups	Projector	reflect changes
	2) In what way	26.A.4d, 26.A.f.2,	10 points	4) RP 1 (Hissing)	D .	and
Review	does a sharp	26.A.f.4, 26.A.f.5,	singing/rhythm	5) Finger Buzzing	Piano	improvements
and cont.	alter a pitch?	26.A.f.6, 26.A.f.8,	assessments			made in the

from	3) In what way	26.A.f.9, 26A.g.3,	6) Descending	Board/dry erase	Beecher
Quarter 2	does a flat alter a	26.A.g.5, 26.A.g.6,	Ahhs	accessories	Schools Music
	pitch?	26.A.g.8, 26.A.g.9,	7) Major		Program.
Quarter:	4) What is a triad?	26.A.h.2, 26.A.h.4,	Scale/Arpeggio	Solfege packet	
3 rd	5) Can I sing a	26.A.h.5, 26.A.h.7,	8) Minor		Students
	major triad	26.A.h.8, 26.A.i.2,	Scale/Arpeggio	Rhythm Packet	continue to
Length: 8	w/solfege and	26.A.i.5, 26.A.i.6,	9) Yah Yahs		demonstrate
weeks	Kodaly hand	27.A.3b, 27.B.3	10) 2-hand exercise	Check-off Charts	their
	signs?		on major scale		understanding
Daily	6) Can I sing a	National Standards:	11) Beep-boops	Pencils	of the basic
Class	minor triad		12) Octave sweeps		principles of
	w/solfege and	CCSS:		Choir binders	proper vocal
	Kodaly hand	Anchor Standards for	Group sight-singing		technique.
	signs?	Reading:	challenges:	Portable CD/Stereo	Students
	7) How does	3, 4, 5, 9, 10.	1) Speech choruses		continue to
	diction impact		(rhythm/solfege	Google Classroom	make
	the sound of a	Reading Standards	packets)		connections
	singer and the	for Literature:	2) Music specific	Sound System /Stereo	between solfege
	choir as an	2, 3, 5, 6, 10.			syllables and
	ensemble?		Individual	Accompaniment	written music,
	8) How do you clap	Reading Standards	sight-singing	playlists	as well as
	the following	for Informational	challenges		connecting
	rhythms (piece	Text:		Count/Clap Rhythm	written notation
	specific)?	2, 3, 4, 5, 7, 10.	In-class section	Playlist	to the rhythm of
	9) What are the		work:		the vocal text.
	basic principles	Anchor Standards for	1) Work in "parts"	Spring Concert Music:	
	of sight-reading?	Writing:	in practice	1) TBD	Students are
	10) How does one	1, 5, 9.	rooms	2) TBD	aware of the
	articulate			3) TBD	physical
	smooth		Check-offs (cont):		environment of
	transitioning and				singing.

0.1			
usage of the	Anchor Standards for	1) Tree of Notes up	
head and chest	Speaking and	to eighth notes	Students have
voice?	Listening:	(count/clap,	built upon
11) What is the role	1, 2, 4.	projected hiss)	previous
of the vocalist		2) Diatonic Major	knowledge.
within and	Speaking and	Scale (solfege	They are able to
ensemble and as	Listening Standards:	w/Kodaly hand	listen, blend,
a soloist?	1a, 1b, 1c, 1d.	signs)	and harmonize
12) Do I understand		3) Major Arpeggio	as an ensemble.
a 2/4 time	Anchor Standards for	4) Note Namers 1	Students have
signature?	Language:	(treble clef)	also shown me
13) Do I understand	1.	5) Rhythm Panel 1	they can
a 3/4 time		CC	articulate
signature?	Standards for	6) Natural Minor	proper diction
14) Can I identify	Mathematical	Scale	and posture
and define a tie?	Practice:	7) Rhythm Panel 2	based on my
15) Do I understand	1, 2, 3, 5, 6, 7, 8	Verbal	modeling – and
dotted rhythms?		8) START Rhythm	do so
16) Do I understand		Panel 2 CC	independently
melismas/slurs?		9) Basic ear	during each
17) Do I understand		training	rehearsal.
how to		(major/minor	
count/clap triplet		tonality)	I have selected
8 th notes?			literature that is
18) Can I identify		Musical	appropriate for
sounds that are		terms/definitions:	the students
major/happy?		10) 2/4 time	based on their
19) Can I identify		11) 3/4 time	feedback and
sounds that are		12) Tie	performance on
minor/sad?		13) Dotted Rhythms	check-offs. This
		14) Melisma/slur	literature has

	integrated
nort" in a northor	
	t-singing
21) Do I understand18) Partner songchaller	
what a "descant" [19) Descant [19]	
is? allowe	ed the
22) How do the Solo/Ensemble group	to learn
lungs and Contest Preparation their c	concert
diaphragm (volunteering music	e at a
function in students) faster	pace.
singing?	
23) What are the	
elements of	
	nd many
	ples of the
24) What are the CCSS	S in BHS
basic elements chorus	S
of proper vocal curricu	ulum.
technique?	
25) What are the	
pitches of the	
treble clef staff	
(A3-G5)?	
26) How does one	
articulate	
smooth	
transitioning and	
usage of the	
head and chest	
voice?	

27) How can the			
awareness of			
physical energy			
and focus impact			
a performance			
(Stage			
presence)?			
28) How does a			
vocalist sing the			
harmonic minor			
and melodic			
minor scales?			
29) How does a			
vocalist sing the			
augmented and			
diminished			
triads?			

Name: Spring1) How does a vocalist sing the major and (concertILS: 25.B.3, 25.B.4, major and 25.A.5, 25.A.5, 1, PrepFormative: 10 points, weekly gradeGroup warn-ups: 1) Countdowns 2) Shoulder Rolls 3) EyebrowComputerI continue to update the music curriculum to reflect changes(cont.)scales?25.A.5, 1, 2, 25.A.5, 3, 25.A.6, 1, 2, 25.A.5, 3, 25.A.5, 26.A.4, 26.A.5, 26.A.4, 26.A.5, 2							
Spring Concertvocalist sing the major and concert25.B.3, 25.B.4, major and 25.A.3c, 25.A.f.1, prepweekly grade1) Countdownsupdate the musicPrep (cont.)natural minor scales?25.A.f.2, 25.A.f.3, (cont.)25.A.g.1, 26.A.3c, 25.A.g.1, 26.A.3c, 26.A.f.4, 26.A.f.2, 26.A.f.4, 26.A.f.5, alter a pitch?Summative: 10 points3) Eyebrow Push-upsFlinocurriculum to reflect changes and major mad andGraduation Perf. Prep alter a pitch?26.A.f.4, 26.A.f.5, 26.A.f.9, 26A.g.3, 26.A.f.9, 26A.g.9, 26.A.f.9, 26A.g.8, 26.A.g.9, fromSummative: 26.A.f.9, 26A.g.9, 26.A.f.9, 26A.g.8, 26.A.g.9, grade15 points, Sumer Concert/Pianominprovements made in the Board/dry erase accessoriesReview quarter 360 can I sing a signs? (cont find w/solfege and signs?26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, major triad15 points, 26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, Miner Concert/7) Major Scale/Arpeggio Solfege packetSolfege packet Solfege packetFend of Wrap-Up signs? (Guarter: minor triad 4 th 26.A.i.5, 26.A.i.6, Mitor Triad w/solfege and Solfege and Scale.A.i.5, 26.A.i.6, Can I sing a wisolfege and Wational Standards:10 points Solfege and Scale/ArpeggioShudents Check-off ChartsStudents continue to demostrateQuarter: 4 th w/solfege and w/solfege and CCSS:National Standards: CCSS:10 points Solfege20 chave sweeps SolfegePencilsStudents continue to demostrate							Unit Reflection
Concert Prep (cont.)major and natural minor25.A.3c, 25.A.f.1, 25.A.f.2, 25.A.f.3, (cont.)25.A.3c, 25.A.f.1, 25.A.f.2, 25.A.f.3, (cont.)20.A.4c, 25.A.f.2, 25.A.f.3, 25.A.g.1, 26.A.3c, 26.A.4d, 26.A.f.2, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, alter a pitch?20.A.f.4, 26.A.f.2, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.8, 3) In what way 26.A.f.6, 26.A.f.8, 26.A.f.9, 26.A.g.3, does a flat alter a pitch?Summative: 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.4, 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.4, 26.A.f.9, 26.A.g.4, 		/		1 /	1 1	Computer	
Prep (cont.)natural minor scales?25.A.f.2, 25.A.f.3, 25.A.g.1, 26.A.3c, 25.A.g.1, 26.A.3c, 20Summative: 10 points3)Eyebrow Push-upsProjectorcurriculum to reflect changes and improvements made in the assessmentsGraduation Perf. Prep 3)In what way alter a pitch?26.A.f.4, 26.A.f.5, 26.A.f.9, 26A.g.3, 26.A.f.9, 26A.g.3, 26.A.f.9, 26A.g.3, 3)Summative: 10 points3)Fyebrow Push-upsProjectorreflect changes and improvements made in the Board/dry eraseReview and cont. pitch?26.A.f.9, 26A.g.6, 26.A.f.9, 26A.g.6, and cont. pitch?15 points, 26.A.f.9, 26A.g.6, 26.A.f.9, 26A.g.6, 26.A.f.9, 26A.g.6, 26.A.f.9, 26A.g.7, 26.A.f.9, 26A.g.8, 26.A.g.9, Winter Concert/7)Major Scale/Arpeggio 8)Board/dry erase Scale/Arpeggio 8)Beecher Scale/Arpeggio 8)Review quarter 36)Can I sing a signs?26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, 30, 27.A.3b, 27.B.310 points10 points Graduation PerformanceSolfege packetStudents Check-off ChartsWrap-Up 4th6)Can I sing a w/solfege and 6)National Standards: wisolfege and 6)National Standards: w/solfege and w/solfege and CCSS:National Standards: consist10 points consist10 points consist10 points consist10 points consistCheck-off ChartsStudents continue to demonstrate their understandingQuarter: 4thwisolfege and wisolfege and constrateNational Standards: constrateNational S	1 0	-	· · ·	weekly grade	/		-
(cort.)scales?25.A.g.1, 26.A.3c, 26.A.4d, 26.A.f.2, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.4, 26.A.f.5, 26.A.f.6, 26.A.f.8, 26.A.f.9, 26.A.f.8, 26.A.f.9, 26.A.f.8, 26.A.f.9, 26.A.f.8, 26.A.f.9, 26.A.f.9, 26.A.g.3,Summative: 10 pointsPush-ups 4) RP 1 (Hissing) 5) Finger Buzzing 6) Descending AhhsProjectorreflect changes and improvements made in the Board/dry erase accessoriesReview and cont. pitch?26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.3, 26.A.f.9, 26.A.g.4, 2, 26.A.h.4, 26.A.f.2, 26.A.h.4, Quarter 326.A.f.9, 26.A.g.9, 26.A.f.2, 26.A.h.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, and of w/solfege and 26.A.h.5, 26.A.h.6, 26.A.h.5, 26.A.h.6, 26.A.h.5, 26.A.h.7, Assessment15 points, 30 Minor 30 MinorProjectorreflect changes and made in the Board/dry erase accessoriesReview and cont. pitch?26.A.f.9, 26.A.g.9, 26.A.h.5, 26.A.h.7, major triad 26.A.h.5, 26.A.h.7, major triad Wrap-Up26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.6, 30 Can I sing a signs?15 points, Student Reflection Self- 80 Minor 30 Piah Sates80 Minor Solfege packetReview quarter: wirap-Up26.A.i.5, 26.A.i.6, signs?10 points Graduation Performance9) Yah Yahs and pointsRhythm PacketProjector26.A.i.5, 26.A.i.6, adad hand adds:10 points Graduation Performance10) 2-hand exercise on major scaleCheck-off ChartsPoints wirap-Up6) Can I sing a wirap-UpNational Standards: wirap-UpNational Standards: addedd		5	· · · ·			Elmo	
2)In what way does a sharp alter a pitch?26.A.4d, 26.A.f.2, 26.A.f.6, 26.A.f.8, atter a pitch?10 points singing/rhythm assessments4)RP 1 (Hissing) (Hissing)Pianoand improvements made in theReview and cont. from quarter 3In what way pitch?26.A.f.9, 26A.g.3, 26.A.f.2, 26.A.h.4, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.4, 26.A.h.5, 26.A.h.7, major triad15 points, 26.A.h.5, 26.A.h.4, 26.A.h.5, 26.A.h.4, 26.A.h.5, 26.A.h.7, Board15 points, Student Reflection Self- Assessment7)Major Scale/ArpeggioBoard/dry erase accessoriesBeecher Scale/ArpeggioReview and cont. from quarter 316 major triad signs?26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, major triad51 boints, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, Assessment7)Major Scale/ArpeggioSolfege packet Scale/ArpeggioProgram.Bend of Wrap-Up signs?26.A.h.3, 26.A.i.6, 26.A.h.3, 27.B.310 points Graduation Performance9)Yah Yahs 10) 2-hand exercise on major scaleRhythm PacketStudents continue to demonstrate 11) Beep-boopsQuarter: quarter: minor triad q ⁴ mNational Standards:Image ScaleCCSS:Vera ScaleChoir bindersOf the basic	-		· · ·		, ,		
Graduation Perf. Prepdoes a sharp alter a pitch?26.A.f.4, 26.A.f.5, 26.A.f.6, 26.A.f.8, 26.A.f.9, 26A.g.3, 26.A.f.9, 26A.g.3, 26.A.f.9, 26A.g.3, does a flat alter a pitch?26.A.f.6, 26.A.f.8, 26.A.f.9, 26A.g.3, 26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, Quarter 3singing/rhythm assessments5) Finger Buzzing 6) Descending AhhsPianoimprovements made in the BeecherReview and cont. pitch?does a flat alter a pitch?26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, assessment15 points, Student Reflection Self- Assessment7) Major Scale/ArpeggioBoard/dry erase accessoriesBeecher accessoriesQuarter 35) Can I sing a major triad Year26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, 26.A.h.8, 26.A.i.2,Student Reflection Self- Assessment8) Minor Scale/ArpeggioSolfege packetYear Wrap-Up autrer: quarter: wrsolfege and Wrap-Up26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6,10 points Graduation Performance10) 2-hand exercise on major scale 11) Beep-boopsRhythm PacketQuarter: quarter: winor triad w/solfege and 4thNational Standards: w/solfege and w/solfege andNational Standards: CCSS:Scale Program.PencilsHeir understanding of the basic	(cont.)				1 1	Projector	e e
Perf. Prepalter a pitch?26.A.f.6, 26.A.f.8, 26.A.f.9, 26A.g.3,assessments6) Descending Ahhsmade in the Board/dry erase3) In what way26.A.f.9, 26A.g.3, 26.A.g.5, 26.A.g.6,assessments6) Descending AhhsBoard/dry erase accessoriesBeecherand cont.pitch?26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9,15 points, Winter Concert/7) Major Scale/ArpeggioBoard/dry erase accessoriesBeecherQuarter 35) Can I sing a major triad26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2,Student Reflection Self- Assessment8) MinorSolfege packetProgram.End of Wrap-Upw/solfege and signs?26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance10) 2-hand exercise on major scaleRhythm PacketStudents continue to demonstrateQuarter: wrap-Upsigns?National Standards: minor triad w/solfege and Quarter:National Standards: w/solfege and w/solfege andNational Standards: CCSS:Image: Cost of the basicPencils4thw/solfege and w/solfege andCCSS:CCSS:Cost of the basicChoir bindersof the basic		,	, , ,	1			
All Review and cont.3) In what way does a flat alter a pitch?26.A.f.9, 26A.g.3, 26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9,AhhsBoard/dry erase accessoriesBeecherReview and cont.pitch?26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, major triad15 points, 26.A.h.5, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, major triad15 points, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2,15 points, Winter Concert/Ahhs Scale/ArpeggioBoard/dry erase accessoriesBeecher Schools Music Program.End of Year Wrap-Up signs?w/solfege and signs?26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance10) 2-hand exercise on major scale 11) Beep-boopsStudents Check-off ChartsStudents continue to demonstrate 12) Octave sweeps 13) "Bo-bo's"Check-off ChartsStudents continue to demonstrate their understanding of the basic		1	, , ,	001		Piano	1
Review and cont. pitch?26.A.g.5, 26.A.g.6, 26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, Quarter 315 points, Winter Concert/ Student Reflection Self- Assessment7) Major Scale/Arpeggio 9) Yah YahsaccessoriesSchools Music Program.Review and cont. from4) What is a triad? major triad26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, major triad15 points, Student Reflection Self- Assessment7) Major Scale/Arpeggio 9) Yah YahsaccessoriesSchools Music Program.End of Year Wrap-Upw/solfege and signs?26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance7) Major Scale/Arpeggio 9) Yah YahsRhythm PacketWrap-Up 4thsigns a minor triad w/solfege and 4thNational Standards: w/solfege and Wrap-Up10 points Scale/Arpeggio 9) Yah YahsCCSS:CCSS:	Perf. Prep	1		assessments		D 1/1	
and cont. frompitch?26.A.g.8, 26.A.g.9, 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, major triadWinter Concert/ 26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2,Winter Concert/ Student Reflection Self- AssessmentScale/ArpeggioSolfege packetProgram.8) Minor Scale/Arpeggio5) Can I sing a major triad26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2,Student Reflection Self- Assessment8) Minor Scale/ArpeggioSolfege packetProgram.End of Year Wrap-Upw/solfege and signs?26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance10) 2-hand exercise on major scale 11) Beep-boopsRhythm PacketStudents continue to demonstrate their understanding d'hQuarter: 4thminor triad w/solfege and 4thNational Standards:National Standards:PencilsCCSS:		, , , , , , , , , , , , , , , , , , , ,			-	5	
from Quarter 34) What is a triad? S) Can I sing a major triad26.A.h.2, 26.A.h.4, 26.A.h.5, 26.A.h.7, 26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2,Student Reflection Self- Assessment8) Minor Scale/Arpeggio 9) Yah YahsSolfege packetEnd of Year Wrap-Upw/solfege and signs?26.A.i.5, 26.A.i.6, 26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points10) 2-hand exercise on major scale 11) Beep-boopsRhythm Packet6) Can I sing a Quarter: winor triad 4thNational Standards:National Standards:10 points11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Pencilstheir understanding of the basic				1 ,	, ,	accessories	
Quarter 35)Can I sing a major triad w/solfege and signs?26.A.h.5, 26.A.h.7, 26.A.h.8, 26.A.i.2, 26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.3AssessmentScale/Arpeggio 9)Rhythm PacketEnd of Year Wrap-Up 6)Can I sing a minor triad w/solfege and signs?26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance10) 2-hand exercise on major scale 11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Rhythm PacketQuarter: w/solfege and 4thNational Standards: w/solfege andNational Standards: CCSS:National Standards: of the basicPencils of the basic		-			1 00	G 10 1 4	Program.
major triad mojor triad w/solfege and Year26.A.h.8, 26.A.i.2, 26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points9) Yah Yahs 10 pointsRhythm PacketStudentsYear Wrap-UpKodaly hand signs?27.A.3b, 27.B.310 points Graduation Performance9) Yah Yahs 10) 2-hand exercise on major scale 11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Rhythm PacketStudents continue to demonstrateQuarter: 4thminor triad w/solfege andNational Standards: CCSS:National Standards: code10 points Graduation Performance9) Yah Yahs 10) 2-hand exercise on major scale 11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Rhythm PacketStudents continue to demonstrate understanding of the basic		/	· · · ·		/	Sollege packet	
End of Yearw/solfege and Kodaly hand signs?26.A.i.5, 26.A.i.6, 27.A.3b, 27.B.310 points Graduation Performance10)2-hand exercise on major scale 11) Beep-boopsStudents continue to demonstrateWrap-Upsigns? 6) Can I sing a minor triad 4thNational Standards: w/solfege and10 points CCSS:10 points Graduation Performance10)2-hand exercise on major scale 11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Students continue to demonstrateQuarter: 4thw/solfege andCCSS:CCSS:CCSS:Choir bindersOf the basic	Quarter 3	, v	· · · ·	Assessment	1 00	Dhrythm Doolrot	
Year Wrap-UpKodaly hand signs?27.A.3b, 27.B.3Graduation Performanceon major scale 11) Beep-boops 12) Octave sweeps 13) "Bo-bo's"Check-off Chartscontinue to demonstrateQuarter: 4thminor triad w/solfege andNational Standards: CCSS:Graduation Performancein major scale 11) Beep-boops 13) "Bo-bo's"Check-off Chartscontinue to demonstrateVear their understanding of the basicNational Standards: CCSS:Cran I sing a CCSS:National Standards: of the basicChoir bindersChoir binders	Endof	5	· · · ·	10 points	/	Knythm Packet	Studente
Wrap-Upsigns?Ational Standards:11) Beep-boopsdemonstrate6) Can I sing a 4thNational Standards:12) Octave sweeps 13) "Bo-bo's"Pencilstheir understanding of the basic			· · ·	-	,	Charle off Charts	
6) Can I sing a minor triad 4thNational Standards:12) Octave sweeps 13) "Bo-bo's"Pencilstheir understanding of the basic		5	21.A.30, 21.D.3	Graduation Performance		Check-on Charts	
Quarter: 4thminor triad w/solfege andCCSS:13)"Bo-bo's"understanding of the basic	wiap-Op	-	National Standarda		· · ·	Donaila	
4 th w/solfege andCCSS:Choir bindersof the basic	Quarter	, ,	mational Standards.			r chichis	
			CCSS		15) D0-00 S	Choir hindorg	U
	+	w/sonege and					principles of

Curriculum Map

Length: 11	Kodaly hand	Anchor Standards for	Group sight-singing	Sound System/Stereo	proper vocal
weeks	signs?	Reading:	challenges:		technique.
	7) How does	3, 4, 5, 9, 10.	1) Speech choruses	Google Classroom	Students
Daily	diction impact		(rhythm/solfege		continue to
Class	the sound of a	Reading Standards	packets)	Portable CD/Stereo	make
	singer and the	for Literature:	2) Music specific		connections
	choir as an	2, 3, 5, 6, 10.		1)	between solfege
	ensemble?		Individual		syllables and
	8) How do you clap	Reading Standards	sight-singing	Spring Concert Music:	written music,
	the following	for Informational	challenges	1) TBD	as well as
	rhythms (piece	Text:		2) TBD	connecting
	specific)?	2, 3, 4, 5, 7, 10.	In-class section	3) TBD	written notation
	9) What are the		work:		to the rhythm of
	basic principles	Anchor Standards for	1) Work in "parts"	Graduation	the vocal text.
	of sight-reading?	Writing:	in practice	Performance Music:	
	10) How does one	1, 5, 9.	rooms	1) TBD	Students are
	articulate			2) TBD	aware of the
	smooth	Anchor Standards for	Check-offs (cont):		physical
	transitioning and	Speaking and	1) Tree of Notes up		environment of
	usage of the	Listening:	to eighth notes		singing.
	head and chest	1, 2, 4.	(count/clap,		
	voice?		projected hiss)		Students have
	11) What is the role	Speaking and	2) Diatonic Major		built upon
	of the vocalist	Listening Standards:	Scale (solfege		previous
	within and	1a, 1b, 1c, 1d.	w/Kodaly hand		knowledge.
	ensemble and as		signs)		They are able to
	a soloist?	Anchor Standards for	3) Major Arpeggio		listen, blend,
	12) Do I understand	Language:	4) Note Namers 1		and harmonize
	a 2/4 time	1.	(treble clef)		as an ensemble.
	signature?		5) Rhythm Panel 1		Students have
			CC		also shown me

13) Do I understand	Standards for	6) Natural Minor	they can
a 3/4 time	Mathematical	Scale	articulate
signature?	Practice:	7) Natural Minor	proper diction
14) Can I identify	1, 2, 3, 5, 6, 7, 8	Arpeggio	and posture
and define a tie?		8) Rhythm Panel 2	based on my
15) Do I understand		CC	modeling – and
dotted rhythms?		9) Basic ear	do so
16) Do I understand		training	independently
melismas/slurs?		(major/minor	during each
17) Do I understand		tonality)	rehearsal.
how to			
count/clap triplet		Musical	I selected
8 th notes?		terms/definitions:	literature that is
18) Can I identify		1) 2/4 time	appropriate for
sounds that are		2) 3/4 time	the students
major/happy?		3) Tie	based on their
19) Can I identify		4) Dotted Rhythms	feedback and
sounds that are		5) Melisma/slur	performance on
minor/sad?		6) Triplet 8 th notes	check-offs. This
20) Can I sing "my		7) Major/happy	literature has
part" in a partner		8) Minor/sad	been integrated
song?		9) Partner song	into
21) Do I understand		10) Descant	"sight-singing
what a "descant"			challenges"
is?			which has
22) What are the			allowed the
pitches of the			group to learn
treble clef staff			their concert
(A3-G5)?			music at a
23) How can the			faster pace.
awareness of			

physical energy			
and focus impact			
a performance			I found many
(Stage			examples of the
			CCSS in BHS
presence)?			chorus
24) How do the			
lungs and			curriculum.
diaphragm			
function in			
singing?			
25) What are the			
elements of			
proper vocal			
hygiene?			
26) What are the			
basic elements			
of proper vocal			
technique?			
27) How does one			
articulate			
smooth			
transitioning and			
usage of the			
head and chest			
voice?			
28) How does a			
vocalist sing the			
harmonic minor			
and melodic			
minor scales?			

29) How does a vocalist sing the augmented and diminished triads?			