

St. Johns County School District
M-J Performing Arts-Chorus 1-Quarters 1-4
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Chorus 1
 Course Code: 1303000

Denotes Benchmarks on RTTT EOC Blueprint

First Quarter

Desired Outcomes/Results
<p>Strand:</p> <ul style="list-style-type: none"> • Critical Thinking and Reflection <ul style="list-style-type: none"> ○ MU.68.C.1.1 Develop strategies for listening to unfamiliar musical works.
<p>Strand:</p> <ul style="list-style-type: none"> • Historical and Global Connections <ul style="list-style-type: none"> ○ MU.68.H.2.3 Classify the literature being studied by genre, style, and/or time period. ○ MU.68.H.3.2 Discuss how the absence of music would affect other content areas and contexts.
<p>Strand:</p> <ul style="list-style-type: none"> • Organizational Structure <ul style="list-style-type: none"> ○ MU.68.O.3.1 Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.
<p>Strand:</p> <ul style="list-style-type: none"> • Reading Standards for Literacy in Science and Technical Subjects 6-12 <ul style="list-style-type: none"> ○ LAFS.68.RST.2.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6-8 texts and topics.
<p>Strand:</p> <ul style="list-style-type: none"> • Skills, Techniques, and Processes <ul style="list-style-type: none"> ○ DA.68.S.2.1 Sustain focused attention, respect, and discipline during classes and performances. ○ MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers. ○ MU.68.S.3.1 Sing and/or play age-appropriate repertoire expressively. ○ MU.68.S.3.2 Demonstrate proper vocal or instrumental technique. ○ MU.68.S.3.3 Sight-read standard exercises and simple repertoire.
<p>Strand:</p>

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• **Standards for Speaking and Listening**

- [LAFS.6.SL.2.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Essential Understanding: Introduction to proper choral technique. Introduction to sight reading and singing and rhythm.

Essential Questions:

1. Can the students display proper rehearsal etiquette consistently during class?
2. Does the student have a basic understanding of choral tone; using tall vowels, clear consonants and placement?
3. Does the student have a basic understanding of posture as it relates to breathe control?

Building on Prior Knowledge: Connections will be made to their elementary music experiences, other arts activities, and life experiences.

Exemplar Goal/Scale:

- 4 – I could teach this to my classmates.
- 3 – I can do this correctly almost every time.
- 2 – I need some assistance with this.
- 1 – I still need lots of help with this.

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Second Quarter

Desired Outcomes/Results

Strand:

- **Critical Thinking and Reflection**

- [MU.68.C.1.1](#) Develop [strategies](#) for listening to unfamiliar musical works.
- [MU.68.C.2.2](#) Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

Strand:

- **Historical and Global Connections**

- [MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.
- [MU.68.H.3.2](#) Discuss how the absence of music would affect other content areas and contexts.

Strand:

- **Organizational Structure**

- [MU.68.O.3.1](#) Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

Strand:

- **Reading Standards for Literacy in Science and Technical Subjects 6-12**

- [LAFS.68.RST.2.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.

Strand:

- **Skills, Techniques, and Processes**

- [DA.68.S.2.1](#) Sustain focused attention, respect, and discipline during classes and performances.
- [MU.68.S.1.4](#) Sing or play melodies by ear with support from the teacher and/or peers.
- [MU.68.S.3.1](#) Sing and/or play age-appropriate repertoire expressively.
- [MU.68.S.3.2](#) Demonstrate proper vocal or instrumental technique.
- [MU.68.S.3.3](#) Sight-read standard exercises and simple repertoire.

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Strand:

- **Standards for Speaking and Listening**

- [LAFS.6.SL.2.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Strand:

- **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

- [LAFS.68.WHST.3.9](#) Draw evidence from informational texts to support analysis reflection, and research.

Essential Understanding: Build proper vocal technique with an emphasis on phrasing and musical technique. Build on sight reading skills through music learned for performance.

Essential Questions:

1. Can the students display proper rehearsal etiquette consistently during class?
2. Does the student have a basic understanding of choral tone; using tall vowels, clear consonants and placement?
3. Does the student have a basic understanding of posture as it relates to breathe control?
4. Are students able to properly apply basic technique towards performances?

Building on Prior Knowledge: Connections will be made to their elementary music experiences, other arts activities, and life experiences.

Exemplar Goal/Scale:

- 4 – I could teach this to my classmates.
- 3 – I can do this correctly almost every time.
- 2 – I need some assistance with this.
- 1 – I still need lots of help with this.

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Third Quarter

Desired Outcomes/Results

Strand:

- **Critical Thinking and Reflection**
 - [MU.68.C.1.1](#) Develop [strategies](#) for listening to unfamiliar musical works.
 - [MU.68.C.1.4](#) Identify, aurally, a variety of vocal styles and ensembles.
 - [MU.68.C.2.2](#) Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

Strand:

- **Historical and Global Connections**
 - [MU.68.H.1.1](#) Describe the [functions](#) of music from various cultures and time periods.
 - [MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.
 - [MU.68.H.3.2](#) Discuss how the absence of music would affect other content areas and contexts.

Strand:

- **Organizational Structure**
 - [MU.68.O.1.1](#) Compare performances of a musical work to identify artistic choices made by performers.
 - [MU.68.O.3.1](#) Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

Strand:

- **Reading Standards for Literacy in Science and Technical Subjects 6-12**
 - [LAFS.68.RST.2.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.

Strand:

- **Skills, Techniques, and Processes**
 - [DA.68.S.2.1](#) Sustain focused attention, respect, and discipline during classes and performances.
 - [MU.68.S.1.1](#) Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
 - [MU.68.S.1.4](#) Sing or play melodies by ear with support from the teacher and/or peers.

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- [MU.68.S.3.1](#) Sing and/or play age-appropriate repertoire expressively.
- [MU.68.S.3.2](#) Demonstrate proper vocal or instrumental technique.
- [MU.68.S.3.3](#) Sight-read standard exercises and simple repertoire.
- [MU.68.S.3.5](#) Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

Strand:

- **Standards for Speaking and Listening**

- [LAFS.6.SL.1.2](#) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- [LAFS.6.SL.2.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Strand:

- **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

- [LAFS.68.WHST.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [LAFS.68.WHST.3.9](#) Draw evidence from informational texts to support analysis reflection, and research.

Essential Understanding: Continued growth in the area of sight reading, rhythm reading and performance.

Essential Questions:

1. Can the students display proper rehearsal etiquette consistently during class?
2. Does the student have a basic understanding of choral tone; using tall vowels, clear consonants and placement?
3. Does the student have a basic understanding of posture as it relates to breathe control?
4. Are students able to properly apply basic technique towards performances?
5. Are students able to successfully complete sight reading activities?

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Building on Prior Knowledge: Connections will be made to their first semester music experiences, other arts activities, and life experiences.

Exemplar Goal/Scale:

- 4 – I could teach this to my classmates.
- 3 – I can do this correctly almost every time.
- 2 – I need some assistance with this.
- 1 – I still need lots of help with this.

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Strand:

- **Critical Thinking and Reflection**

- [MU.68.C.1.1](#) Develop **strategies** for listening to unfamiliar musical works.
- [MU.68.C.1.4](#) Identify, aurally, a variety of vocal styles and ensembles.
- [MU.68.C.2.2](#) Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

Strand:

- **Historical and Global Connections**

- [MU.68.H.1.1](#) Describe the **functions** of music from various cultures and time periods.
- [MU.68.H.2.3](#) Classify the literature being studied by genre, style, and/or time period.
- [MU.68.H.3.1](#) Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.
- [MU.68.H.3.2](#) Discuss how the absence of music would affect other content areas and contexts.

Strand:

- **Organizational Structure**

- [MU.68.O.1.1](#) Compare performances of a musical work to identify artistic choices made by performers.
- [MU.68.O.3.1](#) Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.

Strand:

- **Reading Standards for Literacy in Science and Technical Subjects 6-12**

- [LAFS.68.RST.2.4](#) Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 68 texts and topics.

Strand:

- **Skills, Techniques, and Processes**

- [DA.68.S.2.1](#) Sustain focused attention, respect, and discipline during classes and performances.
- [MU.68.S.1.1](#) Improvise rhythmic and melodic phrases to accompany familiar songs and/or standard harmonic progressions.
- [MU.68.S.1.3](#) Arrange a short musical piece by manipulating melody, form, rhythm, and/or voicing.

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- [MU.68.S.1.4](#) Sing or play melodies by ear with support from the teacher and/or peers.
- [MU.68.S.3.1](#) Sing and/or play age-appropriate repertoire expressively.
- [MU.68.S.3.2](#) Demonstrate proper vocal or instrumental technique.
- [MU.68.S.3.3](#) Sight-read standard exercises and simple repertoire.

Strand:

- **Standards for Speaking and Listening**

- [LAFS.6.SL.1.2](#) Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- [LAFS.6.SL.2.4](#) Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.

Strand:

- **Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects**

- [LAFS.68.WHST.2.4](#) Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- [LAFS.68.WHST.3.9](#) Draw evidence from informational texts to support analysis reflection, and research.

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Desired Outcomes/Results

Essential Understanding: Apply culmination of prior benchmarks to end of year performance activities. Introduce compositional techniques and music technology.

Essential Questions:

1. Can the students display proper rehearsal etiquette consistently during class?
2. Does the student have a basic understanding of choral tone; using tall vowels, clear consonants and placement?
3. Does the student have a basic understanding of posture as it relates to breathe control?
4. Are students able to properly apply basic technique towards performances?
5. Are students able to successfully complete sight reading activities?

Building on Prior Knowledge: Connections will be made to their previous music experiences, other arts activities, and life experiences.

Exemplar Goal/Scale:

- 4 – I could teach this to my classmates.
 3 – I can do this correctly almost every time.
 2 – I need some assistance with this.
 1 – I still need lots of help with this.

<p style="text-align: center;">High Yield Instructional Strategies</p> <ol style="list-style-type: none"> 1. Identifying similarities and differences 2. Summarizing and marking music 3. Reinforcing effort and providing recognition 4. Homework and practice 5. Non-linguistic representations 6. Cooperative learning 7. Setting objectives and providing feedback 8. Generating and testing hypotheses 9. Using questions, cues, and advanced organizers 	<p style="text-align: center;">Words to Know for Content</p> <p>Expanding basic music symbols, rhythmic terms, instrument names and families, and note names:</p> <p>Time signature Key signature Notation Articulation Dynamics</p>	<p>Treble clef Bass clef Phrase Pitch Legato Staccato Crescendo Decrescendo Sharp Flat Natural Accidental</p>	<p>Whole note/rest Half note/rest Quarter note/rest Eighth note/rest Dotted half note Dotted quarter note Soprano Alto Tenor Bass</p>
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	Tempo	Scale	
	Measure	Melody	
	Staff	Harmony	
	Repeat Sign	Coda	
	Double Bar Line	Interval	
	Bar Line		

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<p style="text-align: center;">TEXTS</p> <p>Music literature</p>	<p>Extended Texts</p> <p>Supplemental materials for technique</p> <p>A/V materials</p> <p>FVA website</p> <p>Exemplary Recordings</p>	<p><u>Writing – Argumentative and Analytical</u> Critique of performance of self and others</p> <p><u>Writing to Convey Experience</u> Reflection papers Practice records</p> <p><u>Writing for End-of-Unit Understanding</u> Suggested activities: Critique of performance of self and others</p>
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