

**St. Johns County School District**  
**M-J Performing Arts-Chorus 2-Quarter 1**  
**Curriculum Map-(2015-2016)-Florida Standards**

Course Name: M/J Chorus 2  
 Course Code: 1303010  
 Quarter 1

Course Name:  
 Course Code:

Desired Outcomes/Results
<b><i>Strand: Critical Thinking and Reflection</i></b>
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.
<b><i>Strand: Historical and Global Connections</i></b>
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.
MU.68.H.1.1 Describe the functions of music from various cultures and time periods
<b><i>Strand: Organizational Structure</i></b>
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.
MU.68.O.1.1 Compare performances of a musical work to identify artistic choices made by performers.
<b><i>Strand: Skills, Techniques, and Processes</i></b>
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.
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.
<b><i>Other Content Benchmarks</i></b>
DA.68.S.2.1 Sustain focused attention, respect, and discipline during classes and performances.
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.
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.
<b>Essential Understanding:</b> Proper choral technique. Accurate sight reading and singing and rhythm.

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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 prior 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.

Learning Plan

Yield Instructional Strategies

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

Words to Know for

Content

Expanding basic music symbols, rhythmic terms, instrument names and families, and note names:  
 Time signature  
 Key signature  
 Notation  
 Articulation  
 Dynamics  
 Tempo  
 Measure  
 Staff  
 Repeat  
 Sign  
 Double Bar Line  
 Bar Line

Treble clef

Bass clef  
 Phrase  
 Pitch  
 Legato  
 Staccato  
 Crescendo  
 Decrescendo  
 Sharp  
 Flat  
 Natural  
 Accidental  
 Scale  
 Melody

Harmony

Coda  
 Interval  
 Whole note/rest  
 Half note/rest  
 Quarter note/rest  
 Eighth note/rest  
 Dotted half note  
 Dotted quarter note  
 Soprano  
 Alto  
 Tenor  
 Bass

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<p>TEXTS          Music literature</p>	<p>Extended Texts</p> <p>Supplemental materials for technique A/V materials FVA website 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> <p>.</p>
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Assessment Evidence
<p><u>Performance Tasks/Other Evidence and Tools</u></p> <p>Sound assessments:</p> <ul style="list-style-type: none"><li>• align with learning goals;</li><li>• vary in type and format;</li><li>• use authentic performance tasks;</li><li>• use criteria scoring tools such as rubrics or exemplars;</li><li>• allow teachers and students to track growth over time;</li><li>• validate the acquisition of transferable knowledge;</li><li>• give insight into students' thinking processes;</li><li>• cause students to use higher level thinking skills;</li><li>• address guiding questions and identified skills and processes;</li><li>• provide informative feedback for teachers and students; and</li><li>• ask students to reflect on their learning.</li></ul> <p>Diagnostic and/or Placement:</p> <p>prior knowledge questions through the use of KWL charts - <a href="#">KWL Chart Example</a></p> <p>anticipation guides - <a href="#">Anticipation Guide Examples</a></p> <p>review of terms used in standards as well as subject matter</p> <p>explicit versus inferential evidence</p> <p>textual evidence</p> <p>connotative meaning</p> <p>Formative:</p> <p>exit slips - <a href="#">Use of Exit Slips</a></p> <p>response writing - <a href="#">Writing a Response Essay</a></p> <p>quizzes/short answer responses, dialectical journals (<a href="#">Dialectical Journals</a>)</p> <p>participation in Socratic Seminars <a href="#">Socratic Seminar 2</a></p> <p>class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence (<a href="#">CIS Model</a>)</p> <p>Performance Task Option #1</p>

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Presentations: Student will choose and conduct research on another textual or media example of dystopian literature; formats include *Prezi*, *XtraNormal*, *Movie Maker*, or *Power Point* document which could be used in a speaking and listening presentation. Students should be *introduced* to the Modern Language Association (MLA) citation format, including [Parenthetical Citations](#)  
[Rubric for Prezi Presentation](#)

Resources:

Online Resources Pertaining to

MAFS.K12.MP.5.1: Use appropriate tools strategically.  
MAFS.K12.MP.6.1: Attend to precision.  
MAFS.K12.MP.7.1: Look for and make use of structure.

**In addition to the listed benchmarks and standards, the following clusters and Language Arts standards are required content:**

LAFS.6.SL.1.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *33 items*

DA.68.S.2.1 Sustain focused attention, respect, and discipline during classes and performances.

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.1.3 Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.

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.

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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.

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.

MU.68.C.1.1 Develop **strategies** for listening to unfamiliar musical works.

MU.68.C.1.2 Compare, using correct music vocabulary, the aesthetic impact of a performance to one's own hypothesis of the composer's intent.

MU.68.C.1.4 Identify, aurally, a variety of vocal styles and ensembles.

MU.68.C.2.1 Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.

MU.68.C.2.2 Critique, using correct music vocabulary, changes in one's own or others' musical performance resulting from practice or rehearsal.

MU.68.F.2.2 Describe how concert attendance can financially impact a community.

MU.68.F.3.2 Investigate and discuss laws that protect intellectual property, and practice safe, legal, and responsible acquisition and use of musical media.

MU.68.H.1.1 Describe the **functions** of music from various cultures and time periods.

MU.68.H.1.5 Using representative musical works by selected composers, classify compositional characteristics common to a specific time period and/or genre.

MU.68.H.2.1 Describe the influence of historical events and periods on music composition and performance.

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.

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.

MU.68.O.3.2 Perform the expressive elements of a musical work indicated by the musical score and/or conductor, and transfer new knowledge and experiences to other musical works.

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.

MU.68.S.1.4 Sing or play melodies by ear with support from the teacher and/or peers.

MU.68.S.2.1 Perform music from memory to demonstrate knowledge of the musical structure.

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.3.4 Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.

MU.68.S.3.5 Notate rhythmic phrases and/or melodies, in varying simple meters, performed by someone else.

MU.68.S.3.6 Develop and demonstrate efficient rehearsal **strategies** to apply skills and techniques.

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