

St. Johns County School District
M-J Performing Arts-Chorus 2-Quarter 3
Curriculum Map-(2015-2016)-Florida Standards

Course Name: M/J Chorus 2
 Course Code: 1303010
 Quarter 3

Desired Outcomes/Results
<i>Strand: Critical Thinking and Reflection</i>
<p><u>MU.68.C.1.2</u> Compare, using correct music vocabulary, the aesthetic impact of a performance to one’s own hypothesis of the composer’s intent.</p> <p><u>MU.68.C.1.4</u> Identify, aurally, a variety of vocal styles and ensembles.</p> <p><u>MU.68.C.2.1</u> Critique personal performance, experiment with a variety of solutions, and make appropriate adjustments with guidance from teachers and peers.</p>
<i>Strand: Historical and Global Connections</i>
<p><u>MU.68.H.2.3</u> Classify the literature being studied by genre, style, and/or time period.</p> <p><u>MU.68.H.2.1</u> Describe the influence of historical events and periods on music composition and performance.</p> <p><u>MU.68.H.3.1</u> Identify connections among music and other content areas and/or contexts through interdisciplinary collaboration.</p>
<i>Strand: Organizational Structure</i>
<p><u>MU.68.O.3.2</u> 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.</p> <p><u>MU.68.O.1.1</u> Compare performances of a musical work to identify artistic choices made by performers.</p> <p><u>MU.68.O.3.1</u> Describe how the combination of instrumentation and expressive elements in a musical work can convey a specific thought, idea, mood, and/or image.</p>
<i>Strand: Skills, Techniques, and Processes</i>
<p><u>MU.68.S.2.1</u> Perform music from memory to demonstrate knowledge of the musical structure.</p> <p><u>MU.68.S.3.1</u> Sing and/or play age-appropriate repertoire expressively.</p> <p><u>MU.68.S.3.2</u> Demonstrate proper vocal or instrumental technique.</p> <p><u>MU.68.S.3.3</u> Sight-read standard exercises and simple repertoire.</p> <p><u>MU.68.S.3.4</u> Compare written notation to aural examples and analyze for accuracy of rhythm and pitch.</p> <p><u>MU.68.S.3.6</u> Develop and demonstrate efficient rehearsal strategies to apply skills and techniques.</p>
<i>Other Content Benchmarks</i>
<p><u>DA.68.S.2.1</u> Sustain focused attention, respect, and discipline during classes and performances.</p> <p><u>LAFS.6.SL.1.2</u> 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.</p> <p><u>LAFS.6.SL.1.3</u> Delineate a speakers argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.</p> <p><u>LAFS.6.SL.2.4</u> 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.</p>

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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.

Essential Understanding: Build proper vocal technique with an emphasis on phrasing, expression, and musical technique. Build on sight reading skills through music learned for performance. Interpret a variety of musical literature from different musical composers.

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. Does the student understand historical contexts of classical and romantic music?

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

<p><u>High Yield Instructional Strategies</u></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><u>Words to Know for Content</u></p> <p>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</p>	<p>Treble clef Bass clef Phrase Pitch Legato Staccato Crescendo Decrescendo Sharp Flat Natural Accidental Scale Melody</p>	<p>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</p>
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<p>TEXTS</p> <p>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></p> <p>Critique of performance of self and others</p> <p><u>Writing to Convey Experience</u></p> <p>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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Assessment Evidence
<p><u>Performance Tasks/Other Evidence and Tools</u></p> <p>Sound assessments:</p> <ul style="list-style-type: none">• align with learning goals;• vary in type and format;• use authentic performance tasks;• use criteria scoring tools such as rubrics or exemplars;• allow teachers and students to track growth over time;• validate the acquisition of transferable knowledge;• give insight into students' thinking processes;• cause students to use higher level thinking skills;• address guiding questions and identified skills and processes;• provide informative feedback for teachers and students; and• ask students to reflect on their learning. <p>Diagnostic and/or Placement:</p> <p>prior knowledge questions through the use of KWL charts - KWL Chart Example</p> <p>anticipation guides - Anticipation Guide Examples</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 - Use of Exit Slips</p> <p>response writing - Writing a Response Essay</p> <p>quizzes/short answer responses, dialectical journals (Dialectical Journals)</p> <p>participation in Socratic Seminars Socratic Seminar 2</p> <p>class discussions (thoughtful conversations) based on the use of Comprehensive Instructional Sequence (CIS Model)</p> <p>Performance Task Option #1</p> <p><u>Presentations</u>: Student will choose and conduct research on another textual or media example of dystopian literature; formats include <i>Prezi</i>, <i>XtraNormal</i>, <i>Movie Maker</i>, or <i>Power Point</i> document which could be used in a speaking and listening presentation.</p>

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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.

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.

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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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