

Pacing Guide 6th grade Vocal Music-First Semester

Several of these standards are introduced at the beginning of the year and reinforced and enhanced throughout the year.

Choral directors have autonomy to integrate standards into their programmed music organically as needed.

	1 st Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
				Rules and procedures	General resources: Sing at First Sight book MusicTheory.net StagePro app
Week 2:		5	1.0 Singing 5.0 Reading and Notating VM.P1.A Select varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	1.1 Demonstrate expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs performed from memory. 1.2 Demonstrate, individually, the fundamentals of correct vocal production. 1.3 Demonstrate diction appropriate to the style of selected literature. 1.4 Demonstrate ensemble skills by singing in small groups. Level 1. Sing alone in tune, with rhythmic accuracy, a short-memorized teacher-selected musical example with a difficulty level of 1 on a scale of 1 to 6. 1.1.1 Sing, alone and with others, in tune and with rhythmic accuracy, selections from appropriate literature with	Introduce/review basic sight-reading exercises in materials used in classroom. Sing at First Sight book Establish/review procedures and routines in classroom. Sing Do Re Mi scale Establish system for performing rhythms

			appropriate vocal range. Perform a varied repertoire from memory.	
Week 3:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p> <p>Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p> <p>Ongoing weekly-</p> <p>6.1 List musical compositions, heard in class, representing a variety of musical styles or genres.</p> <p>6.2 Identify and define symbols in a musical composition and explain how they are used.</p>	<p>Continue in week 3 and 4.</p> <p>Refer to MusicTheory.net for lessons and games (note trainer, key signatures, etc)</p>

			<p>9.1.1 Examine music of specified historical periods and/or cultures.</p> <p>9.1.2 Describe choral music literature of selected historical periods and/or cultures.</p> <p>9.1.3 Identify historical periods and/or cultures of selected choral music literature.</p>	
Week 4:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p>	
Week 5:	4	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>	<p>Begin concert music</p> <p>There will be many elements within the music that can be a lesson.</p> <p>Listening Assignment once every week</p>

		<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble 		
Week 6:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	
Week 7:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned 	

		<p>ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
Week 8:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>. 1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>. 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>. 5.1.1 Interpret, accurately, notation</p>	

			for an assigned vocal part within a choral composition with a difficulty level of 1.	
Week 9:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
End of 1 st Quarter		District Quarterly CFA		
Fall Break October 8-12				

2 nd Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	
Week 2:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) 	

		<p>resonance, control, and energy • Pitch matching, accuracy, and intonation</p> <ul style="list-style-type: none"> • Balance and blend • Sense of ensemble 	<p>from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <ul style="list-style-type: none"> . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	
Week 3:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral 	

				<p>composition with a difficulty level of 1.</p>	
<p>Week 4:</p>			<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. • 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	

Week 5:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	
Week 6:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty 	

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Week 7:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. . 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a 	

		<p>music representing diverse cultures, styles, and genres.</p> <p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>difficulty level of 1.</p>	
Week 8:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in</p>	<p>7.0 Evaluating</p> <ul style="list-style-type: none"> • 7.1 Critique his/her personal contribution to a choral 	<p>After the December concert, the students will watch a recording of their performance and complete a self-evaluation scoresheet.</p>

		<p>ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose.</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>	<p>performance using a teacher-provided rubric.</p>	
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	Week 9:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 		
	End of 2 nd Quarter		District Quarterly CFA		
	End of 1 st Semester				
Winter Break December 24 – January 4					
Pacing Guide Second Semester					
	3rd Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
	Week 1:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p>	<p>January is like August-review basics. Continue sight-reading books</p>

			Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy.	
Week 2:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p>	<p>Continue sight reading</p> <p>Introduce melodic dictation</p>
Week 3:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p> <p>4.2.2 Compose a melodic vocal warm-up.</p> <p>4.2.3 Compose an age-appropriate vocal warm-up for a specified goal.</p>	<p>-Continue sight reading</p> <p>-Continue melodic dictation</p> <p>-Introduce melodic composition with specific parameters</p>

	Week 4:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<ul style="list-style-type: none"> . 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6. . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. . 5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6. 5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats. 4.2.2 Compose a melodic vocal warm-up. 4.2.3 Compose an age-appropriate vocal warm-up for a specified goal. 	
	Week 5:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral 	Begin concert music

		music representing diverse cultures, styles, and genres.	composition with a difficulty level of 1.	
Week 6: F		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	Continue concert music
Week 7:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) 	Continue concert music

		<p>resonance, control, and energy • Pitch matching, accuracy, and intonation</p> <ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
Week 8:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of</p>	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	Continue concert music

		music representing diverse cultures, styles, and genres.		
Week 9		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	Continue concert music
Week 10:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) 	Continue concert music

		<p>resonance, control, and energy • Pitch matching, accuracy, and intonation</p> <ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>from choral music with a difficulty level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
End of 3 rd Quarter		District Quarterly CFA		
Spring Break March 11- 15				
4th Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive</p>	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. <p>5.1.1 Interpret, accurately, notation for an assigned</p>	Continue concert music

		<p>qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>vocal part within a choral composition with a difficulty level of 1.</p>	
Week 2:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	Continue concert music

		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	<p>Continue concert music</p>
<p>Week 3:</p>		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty 	<p>Continue concert music</p>

		<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
Week 5:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	Continue concert music

Week 6:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 1, on a scale of 1 to 6. 5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1. 	Continue concert music
Week 7:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 5.1 Level 1. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty 	Continue concert music

		<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>level of 1, on a scale of 1 to 6.</p> <p>5.1.1 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 1.</p>	
Week 8:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>	<p>7.0 Evaluating</p> <p>7.1 Critique his/her personal contribution to a choral performance using a teacher-provided rubric.</p>	
Week 9:				<p>End of year, post/concert activities</p> <p>Preparing rosters for next year</p>

	Week 10:				End of year, post/concert activities
	End of 4th Quarter		District Quarterly CFA		
	End of 2nd Semester				