

Pacing Guide 8th 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 	1.2 Demonstrate, individually, the fundamentals of correct vocal production. 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. .	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

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>5.3 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>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>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>	<p>Continue in week 3 and 4.</p> <p>Refer to MusicTheory.net for lessons and games (note trainer, key signatures, etc)</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 • Balance and blend • Sense of ensemble 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying</p>	<p>Begin concert music There will be many elements within the music that can be a lesson.</p> <p>Listening Assignment once every week</p>

			<p>knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
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 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with</p>	

			<p>a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
Week 7:	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 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</p>	

		<p>matching, accuracy, and intonation</p> <ul style="list-style-type: none"> • 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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
Week 8:	5	M.P2.B Demonstrate fundamental voice control while performing a varied	1.2.1 Sing using good posture, breath support, and proper vowel placement.	

			<p>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>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure</p>	
--	--	--	---	--	--

				melodic patterns (pitch and rhythm) from teacher dictation using standard notation.	
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 			
End of 1st Quarter		District Quarterly CFA			
Fall Break October 8-12					
2nd 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>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3.</p>		

		<p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</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, 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</p>	

		<p>resonance, control, and energy • Pitch matching, accuracy, and intonation</p> <ul style="list-style-type: none"> • 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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
Week 3:		M.P2.B Demonstrate fundamental voice control while performing a varied	1.2.1 Sing using good posture, breath support, and proper vowel placement.	

		<p>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>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure</p>	
--	--	---	--	--

			melodic patterns (pitch and rhythm) from teacher dictation using standard notation.	
Week 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 • Balance and blend • Sense of ensemble 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	

				<p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at</p>	

			<p>least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
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</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical</p>	

			<p>music representing diverse cultures, styles, and genres.</p>	<p>symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
<p>Week 7:</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>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty</p>	

		<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>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>level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p> <p>5.4 Level 1. Write simple four-beat rhythmic (half, quarter, eighth notes) and melodic patterns from teacher dictation using non-traditional notation. Level 2. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using non-traditional notation. Level 3. Write simple four-measure melodic patterns (pitch and rhythm) from teacher dictation using standard notation.</p>	
--	--	--	--	--

	<p>Week 8:</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>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> <ul style="list-style-type: none"> • 7.1 Critique his/her personal contribution to a choral performance using a teacher-provided rubric. 	<p>After the December concert, the students will watch a recording of their performance and complete a self-evaluation scoresheet.</p>
--	----------------	--	---	---	--

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>	<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. 	January is like August-review basics. Continue sight-reading books

			5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.	
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>	<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. <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p>	<p>Continue sight reading 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>	<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. <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 -Continue melodic dictation -Introduce melodic composition with specific parameters</p>
Week 4:		VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives	. 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from	

		<p>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>choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <ul style="list-style-type: none"> • 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. <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>	
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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical</p>	<p>Begin concert music</p>

			<p>music representing diverse cultures, styles, and genres.</p>	<p>symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
<p>Week 6:</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</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level</p>	<p>Continue concert music</p>

		<p>music representing diverse cultures, styles, and genres.</p>	<p>2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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 music representing diverse cultures, styles, and genres.</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying</p>	Continue concert music

				<p>knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</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 music representing diverse cultures, styles, and genres.</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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, 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>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and musical symbols with at least 80% accuracy.</p>	Continue concert music

				5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.	
End of 3 rd Quarter			District Quarterly CFA		
Spring Break March 11- 15					
4 th 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 qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

		<p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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 <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>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

			<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
Week 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 • 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>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

				<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</p>	
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 music representing diverse cultures, styles, and genres.</p>	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>1.2.3 Sing using good posture, breath support and control, proper vowel placement, and proper use of consonants.</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. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. Level 3. 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 Level 1. Identify and define, in writing, specified terms, signs, and musical symbols as assigned by the teacher. Level 2-3. Sing a teacher-selected song applying knowledge of specified terms, signs, and</p>	Continue concert music

			<p>musical symbols with at least 80% accuracy.</p> <p>5.3 Level 1. Sight-read an eight-measure melody with a difficulty level of 1 with at least 80% accuracy. Level 2. Sight-read an eight-measure melody with a difficulty level of 2 with at least 80% accuracy. Level 3. Sight-read choral music with a difficulty level of 2 or above, on a scale of 1 to 6 with at least 80% accuracy.</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				