

# 5-12 Choir Curriculum

## Aligned to 2017 WMEA Wisconsin Music Standards

|  | 5TH GRADE   | 6TH GRADE   | 7TH GRADE   | 8TH GRADE   | MIXED CHOIR   | AUDITIONED CHOIRS  |
|--|---|---|---|---|---|--|
| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b> | <p><u>Imagine:</u> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. MU:Cr1.1.E.5a</p> <p><u>Plan and Make:</u><br/>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.5a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.5b</p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. MU:Cr3.1.E.5a</p> <p><u>Present:</u><br/>Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics. MU:Cr3.2.E.5a</p> | <p><u>Imagine:</u> Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. MU:Cr1.1.E.5a</p> <p><u>Plan and Make:</u><br/>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.5a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.5b</p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. MU:Cr3.1.E.5a</p> <p><u>Present:</u><br/>Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics. MU:Cr3.2.E.5a</p> | <p><u>Imagine:</u><br/>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. MU:Cr1.1.E.8a</p> <p><u>Plan and Make:</u><br/>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.8a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.8b</p> <p><u>Evaluate and Refine</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. MU:Cr3.1.E.8a</p> <p><u>Present:</u><br/>Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. MU:Cr3.2.E.8a</p> | <p><u>Imagine:</u><br/>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. MU:Cr1.1.E.8a</p> <p><u>Plan and Make:</u><br/>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.8a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.8b</p> <p><u>Evaluate and Refine</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. MU:Cr3.1.E.8a</p> <p><u>Present:</u><br/>Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. MU:Cr3.2.E.8a</p> | <p><u>Imagine:</u><br/>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr1.1.E.1a</p> <p><u>Plan and Make:</u><br/>Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. MU:Cr2.1.E.1a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.1b</p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. MU:Cr3.1.E.1a</p> <p><u>Present:</u><br/>Share personally developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. MU:Cr3.2.E.1a</p> | <p><u>Imagine:</u><br/>Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. MU:Cr1.1.E.11a</p> <p><u>Plan and Make:</u><br/>Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. MU:Cr2.1.E.11a</p> <p>Preserve draft compositions and improvisations through standard notation, audio, or video recording. MU:Cr2.1.E.11b</p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. MU:Cr3.1.E.11a</p> <p><u>Present:</u><br/>Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes. MU:Cr3.2.E.11a</p> |

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Select:  
Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. MU:Pr4.1.E.5a

Analyze:  
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. MU:Pr4.2.E.5a

Rehearse, Evaluate, and Refine:  
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. MU:Pr5.1.E.5a

Present:  
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. MU:Pr6.1.E.5a

Demonstrate an awareness of the context of the music through prepared and improvised performances. MU:Pr6.1.E.5b

Select:  
Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. MU:Pr4.1.E.5a

Analyze:  
Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. MU:Pr4.2.E.5a

Rehearse, Evaluate, and Refine:  
Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. MU:Pr5.1.E.5a

Present:  
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. MU:Pr6.1.E.5a

Demonstrate an awareness of the context of the music through prepared and improvised performances. MU:Pr6.1.E.5b

Select:  
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. MU:Pr4.1.E.8a

Analyze:  
Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. MU:Pr4.2.E.8a

Interpret:  
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. MU:Pr4.3.E.8a

Rehearse, Evaluate, and Refine:  
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.8a

Present:  
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. MU:Pr6.1.E.8a

Demonstrate an understanding of the context of the music through prepared and improvised performances. MU:Pr6.1.E.8b

Select:  
Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. MU:Pr4.1.E.8a

Analyze:  
Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. MU:Pr4.2.E.8a

Interpret:  
Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. MU:Pr4.3.E.8a

Rehearse, Evaluate, and Refine:  
Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.8a

Present:  
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. MU:Pr6.1.E.8a

Demonstrate an understanding of the context of the music through prepared and improvised performances. MU:Pr6.1.E.8b

Select:  
Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. MU:Pr4.1.E.1a

Analyze:  
Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. MU:Pr4.2.E.1a

Interpret:  
Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. MU:Pr4.3.E.1a

Rehearse, Evaluate, and Refine:  
Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.1a

Present:  
Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. MU:Pr6.1.E.1a

Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. MU:Pr6.1.E.1b

Select:  
Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. MU:Pr4.1.E.1a

Analyze:  
Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. MU:Pr4.2.E.1a

Interpret:  
Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience. MU:Pr4.3.E.1a

Rehearse, Evaluate, and Refine:  
Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. MU:Pr5.1.E.1a

Present:  
Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. MU:Pr6.1.E.1a

Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. MU:Pr6.1.E.1b

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Select:  
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. MU:Re7.1.E.5a

Analyze:  
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. MU:Re7.2.E.5a

Interpret:  
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. MU:Re8.1.E.5a

Evaluate:  
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. MU:Re9.1.E.5a

Select:  
Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. MU:Re7.1.E.5a

Analyze:  
Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. MU:Re7.2.E.5a

Interpret:  
Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. MU:Re8.1.E.5a

Evaluate:  
Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. MU:Re9.1.E.5a

Select:  
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.1.E.8a

Analyze:  
Describe how understanding context and the way the elements of music are manipulated inform the response to music. MU:Re7.2.E.8a

Interpret:  
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. MU:Re8.1.E.8a

Evaluate:  
Explain the influence of experiences, analysis, and context on interest in and evaluation of music. MU:Re9.1.E.8a

Select:  
Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.1.E.8a

Analyze:  
Describe how understanding context and the way the elements of music are manipulated inform the response to music. MU:Re7.2.E.8a

Interpret:  
Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. MU:Re8.1.E.8a

Evaluate:  
Explain the influence of experiences, analysis, and context on interest in and evaluation of music. MU:Re9.1.E.8a

Select:  
Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. MU:Re7.1.E.1a

Analyze:  
Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. MU:Re7.2.E.1a

Evaluate:  
Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. MU:Re9.1.E.1a

Select:  
Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. MU:Re7.1.E.1a

Analyze:  
Explain how the analysis of structures and contexts inform the response to music. MU:Re7.2.E.1a

Interpret:  
Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. MU:Re8.1.E.1a

Evaluate:  
Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context. MU:Re9.1.E.1a

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Personalize:  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means.  
MU:Cn10.1.E.5a-WI

Broaden:  
Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.5c-WI

Personalize:  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means.  
MU:Cn10.1.E.5a-WI

Broaden:  
Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.5c-WI

Personalize:  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement gestures, or other nonverbal means.  
MU:Cn10.1.E.8a-WI

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.  
MU:Cn10.1.E.8b-WI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
MU:Cn10.1.E.8c-WI

Broaden:  
Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.  
MU:Cn11.1.E.8b-WI

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.8c-WI

Personalize:  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement gestures, or other nonverbal means.  
MU:Cn10.1.E.8a-WI

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.  
MU:Cn10.1.E.8b-WI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
MU:Cn10.1.E.8c-WI

Broaden:  
Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.  
MU:Cn11.1.E.8b-WI

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.8c-WI

Personalize:  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means.  
MU:Cn10.1.E.1a-WI

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.  
MU:Cn10.1.E.1b-WI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
MU:Cn10.1.E.1c-WI

Broaden:  
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.  
MU:Cn11.1.E.1a-WI

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.  
MU:Cn11.1.E.1b-WI

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.1c-WI

Personalize (WI):  
Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means.  
MU:Cn10.1.E.1a-WI

Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character.  
MU:Cn10.1.E.1b-WI

Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music.  
MU:Cn10.1.E.1c-WI

Broaden (WI):  
Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations.  
MU:Cn11.1.E.1a-WI

Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations.  
MU:Cn11.1.E.1b-WI

Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.  
MU:Cn11.1.E.1c-WI

# 5th Grade Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Novice Level)

|   | STANDARDS ASSESSED  | UNPACKED/STUDENT LANGUAGE  |
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| <p><b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b></p>             | <p><u>Imagine:</u><br/>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr1.1.E.5a</b></p> <p><u>Plan and Make:</u><br/>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr2.1.E.5a</b></p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. <b>MU:Cr2.1.E.5b</b></p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. <b>MU:Cr3.1.E.5a</b></p> <p><u>Present:</u><br/>Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics. <b>MU:Cr3.2.E.5a</b></p>  | <p><b>Compose 4+ measure melodies/rhythmic passages based on elements studied in class</b><br/>(dynamics composition, quarter note composition, half/whole composition, Noteflight project)</p> <p><b>Select rhythms and notes studied in class to develop a composition</b><br/>(dynamics composition, quarter note composition, half/whole composition)</p> <p><b>Demonstrate understanding of line and space notes on the treble staff</b><br/>(dynamics composition, Noteflight project, line/space note test, steps/skips test)</p> <p><b>Notate melodic/rhythmic ideas using a variety of media</b><br/>(Noteflight project, dynamics composition, quarter note composition, half/whole composition, Practice Project 3)</p> <p><b>Using a provided rhythm, compose and refine lyrics using knowledge and skills studied in class</b><br/>(Practice Project 3)</p> <p><b>Conduct a 4/4 time signature based on knowledge, skill, and teacher-provided criteria</b><br/>(conducting test)</p> <p><b>Perform a composition alone or with a group using your voice, instruments, and/or movements</b><br/>(quarter note composition, half/whole composition)</p>  |
| <p><b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b></p> | <p><u>Select:</u><br/>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. <b>MU:Pr4.1.E.5a</b></p> <p><u>Analyze:</u><br/>Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. <b>MU:Pr4.2.E.5a</b></p> <p><u>Rehearse, Evaluate, and Refine:</u><br/>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. <b>MU:Pr5.1.E.5a</b></p> <p><u>Present:</u><br/>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. <b>MU:Pr6.1.E.5a</b></p> <p>Demonstrate an awareness of the context of the music through prepared and improvised performances. <b>MU:Pr6.1.E.5b</b></p> | <p><b>Select a solo or small group piece based on interest and the technical skill of the individual</b><br/>(Singer's Showcase song selection)</p> <p><b>Identify and perform dynamics both outside of and within the context of our music</b><br/>(piano/forte test, crescendo/decrescendo test)</p> <p><b>Identify the characteristics of and physically represent a 4/4 time signature</b><br/>(conducting test)</p> <p><b>Read a variety of provided rhythms and determine which is being performed</b><br/>(dotted half note lesson)</p> <p><b>Demonstrate music reading skills through notation and improvised movement</b><br/>(steps/skips test)</p> <p><b>Demonstrate understanding of rhythm by listening to and notating a performed rhythm</b><br/>(quarter note dictation, half/whole dictation)</p> <p><b>Reflect, using academic vocabulary, on your own and others' performances, individual and ensemble</b><br/>(concert reflections, Large Group reflection, Singer's Showcase reflection, audience etiquette)</p> <p><b>Evaluate personal skill-building through independent practice</b><br/>(practice projects)</p> <p><b>Perform alone, in a small group, and in large ensembles a varied repertoire of music</b><br/>(concerts, Large Group Festival, Singer's Showcase/Solo &amp; Ensemble Festival, lessons, Solfege scale test, two part round test)</p> <p><b>Perform alone, in a small group, and in large ensembles with appropriate singing technique</b><br/>(concerts, Large Group Festival, Singer's Showcase/S&amp;E Festival, lessons, rehearsal skills, Posture Perfect test)</p> <p><b>Perform alone, in a small group, and in large ensembles a varied repertoire of music</b><br/>(concerts, Large Group, Singer's Showcase/S&amp;E Festival, lessons, Solfege scale test, two part round test)</p> |

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| <b>R<br/>E<br/>S<br/>P<br/>O<br/>N<br/>D<br/>I<br/>N<br/>G</b> | <p><u>Select:</u><br/>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. <b>MU:Re7.1.E.5a</b></p> <p><u>Analyze:</u><br/>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. <b>MU:Re7.2.E.5a</b></p> <p><u>Interpret:</u><br/>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. <b>MU:Re8.1.E.5a</b></p> <p><u>Evaluate:</u><br/>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. <b>MU:Re9.1.E.5a</b></p> | <p><b>Identify reasons for selecting Singer's Showcase piece based on characteristics in the music and personal interest</b><br/>(Singer's Showcase song selection)</p> <p>Using listening skills and academic vocabulary, identify and describe the defining characteristics in a piece of music and how these can inform performance<br/>(Singer's Showcase Lesson 2, listening worksheets)</p> <p>Compare/contrast different interpretations of the same piece of music<br/>(listening worksheets)</p> <p>Using prior knowledge and reflecting on personal experience, listen to and evaluate a piece of music<br/>(listening worksheets)</p> <p>Reflect on personal connections to music and evaluate the context to create an interpretative representation of the music<br/>(interpretation project)</p>  |
| <b>C<br/>O<br/>N<br/>N<br/>E<br/>C<br/>T<br/>I<br/>N<br/>G</b> | <p><u>Personalize:</u><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means. <b>MU:Cn10.1.E.5a-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.5c-WI</b></p> <p><u>Broaden:</u><br/>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. <b>MU:Cn11.1.E.5c-WI</b></p>   | <p><b>Connect and utilize skills, ideas, and vocabulary studied in class to write reflections</b><br/>(concert reflections, Large Group reflection, Singer's Showcase reflection, personal goals/ladder)</p> <p><b>Connect and utilize skills, ideas, and vocabulary studied in class to compose and arrange music</b><br/>(Noteflight project, dynamics composition, quarter note composition, half/whole composition, Practice Project 3)</p> <p><b>Connect and utilize skills, ideas, and vocabulary studied in class to notate dictated music</b><br/>(quarter note dictation, half/whole dictation)</p> <p><b>Present musical concepts through written work, artwork, or other representation</b><br/>(Interpretation Project)</p> <p><b>Present musical concepts through movement</b><br/>(conducting test, Posture Perfect test)</p> <p><b>Interact with treble staff notes through notation, movement, and subject-specific words</b><br/>(line/space notes test, steps/skips test)</p> <p>Perform alone, in a small group, and in large ensembles demonstrating appropriate singing technique<br/>(rehearsal skills, Posture Perfect test)</p> <p>Demonstrate skill-building through independent practice<br/>(practice projects)</p> <p>Demonstrate understanding of musical concepts unique to world language music<br/>(concerts, Large Group Festival)</p> |

# 6th Grade Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Novice Level)

|  | STANDARDS ASSESSED  | UNPACKED/STUDENT LANGUAGE   |
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| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b>             | <p><u>Imagine:</u><br/>Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr1.1.E.5a</b></p> <p><u>Plan and Make:</u><br/>Select and develop draft melodic and rhythmic ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr2.1.E.5a</b></p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. <b>MU:Cr2.1.E.5b</b></p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria. <b>MU:Cr3.1.E.5a</b></p> <p><u>Present:</u><br/>Share personally-developed melodic and rhythmic ideas or motives – individually or as an ensemble – that demonstrate understanding of characteristics. <b>MU:Cr3.2.E.5a</b></p>  | <p><b>Compose 4+ measure melodies/rhythmic passages based on elements studied in class</b><br/>(melodic contour composition, eighth note composition, dotted quarter note composition, Noteflight project)</p> <p><b>Select rhythmic ideas similar to those being studied in class to develop a composition</b><br/>(melodic contour composition, dotted quarter note composition, eighth note composition, dotted quarter note composition, Noteflight project)</p> <p><b>Demonstrate understanding of notes on, above, and below the treble staff</b><br/>(melodic contour composition, Noteflight project, ledger line note test)</p> <p><b>Notate melodic/rhythmic ideas using a variety of media</b><br/>(melodic contour composition, eighth note composition, dotted quarter note composition, Noteflight project, Practice Project 3)</p> <p><b>Using a provided rhythm, compose and refine lyrics using knowledge and skills studied in class</b><br/>(Practice Project 3)</p> <p><b>Conduct a 4/4, 3/4, and 2/4 time signature based on knowledge, skill, and teacher-provided criteria</b><br/>(conducting test)</p> <p><b>Perform a composition alone or with a group using your voice, instruments, and/or movements</b><br/>(eighth note composition, dotted quarter note composition)</p>  |
| <b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b> | <p><u>Select:</u><br/>Select varied repertoire to study based on interest, music reading skills (where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble. <b>MU:Pr4.1.E.5a</b></p> <p><u>Analyze:</u><br/>Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances. <b>MU:Pr4.2.E.5a</b></p> <p><u>Rehearse, Evaluate, and Refine:</u><br/>Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music. <b>MU:Pr5.1.E.5a</b></p> <p><u>Present:</u><br/>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music. <b>MU:Pr6.1.E.5a</b></p> <p>Demonstrate an awareness of the context of the music through prepared and improvised performances. <b>MU:Pr6.1.E.5b</b></p> | <p><b>Select a solo or small group piece based on interest and the technical skill of the individual</b><br/>(Singer's Showcase song selection)</p> <p><b>Identify and perform dynamics both outside of and within the context of our music</b><br/>(dynamics test, mezzo/issi lesson)</p> <p><b>Identify the characteristics of and physically represent a 4/4, 3/4, and 2/4 time signature</b><br/>(conducting test)</p> <p><b>Read a variety of provided rhythms and determine which is being performed</b><br/>(dotted quarter note test)</p> <p><b>Demonstrate understanding of rhythm by listening to and notating a performed rhythm</b><br/>(eighth note dictation)</p> <p><b>Demonstrate music reading skills through sightreading</b><br/>(sightreading test)</p> <p><b>Reflect, using academic vocabulary, on your own and others' performances, individual and ensemble</b><br/>(concert reflections, Large Group reflection, Singer's Showcase reflection, audience etiquette)</p> <p><b>Evaluate personal skill-building through independent practice</b><br/>(practice projects)</p> <p><b>Perform alone, in a small group, and in large ensembles a varied repertoire of music</b><br/>(concerts, Large Group Festival, Singer's Showcase/Solo &amp; Ensemble Festival, lessons, Solfege scale test, three part round test)</p> <p><b>Perform alone, in a small group, and in large ensembles with appropriate singing technique</b><br/>(concerts, Large Group Festival, Singer's Showcase/S&amp;E Festival, lessons, rehearsal skills, Posture Perfect test, Minor Solfege scale)</p> |

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|            |  | <p>Perform alone, in a small group, and in large ensembles a varied repertoire of music (concerts, Large Group Festival, Singer's Showcase/Solo &amp; Ensemble Festival, lessons, Solfege scale test, three part round test)</p> <p>Demonstrate an awareness of the context of music by building sightreading skills (sightreading test)</p>  |
| RESPONDING | <p><u>Select:</u><br/>Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context. <b>MU:Re7.1.E.5a</b></p> <p><u>Analyze:</u><br/>Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music. <b>MU:Re7.2.E.5a</b></p> <p><u>Interpret:</u><br/>Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text. <b>MU:Re8.1.E.5a</b></p> <p><u>Evaluate:</u><br/>Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music. <b>MU:Re9.1.E.5a</b></p> | <p>Identify reasons for selecting Singer's Showcase piece based on characteristics in the music and personal interest (Singer's Showcase song selection)</p> <p>Using listening skills and academic vocabulary, identify and describe the defining characteristics in a piece of music and how these can inform performance (Singer's Showcase Lesson 2, listening worksheets, Minor Solfege scale)</p> <p>Compare/contrast different interpretations of the same piece of music (listening worksheets)</p> <p>Using prior knowledge and reflecting on personal experience, listen to and evaluate a piece of music (listening worksheets)</p> <p>Reflect on personal connections to music and evaluate the context to create an interpretative representation of the music (interpretation project)</p>  |
| CONNECTING | <p><u>Personalize:</u><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means. <b>MU:Cn10.1.E.5a-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.5c-WI</b></p> <p><u>Broaden:</u><br/>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. <b>MU:Cn11.1.E.5c-WI</b></p>   | <p>Connect and utilize skills, ideas, and vocabulary studied in class to write reflections (concert reflections, Large Group reflection, Singer's Showcase reflection, personal goals/ladder)</p> <p>Connect and utilize skills, ideas, and vocabulary studied in class to compose and arrange music (melodic contour composition, eighth note composition, dotted quarter note composition, Noteflight project, Practice Project 3)</p> <p>Connect and utilize skills, ideas, and vocabulary studied in class to notate dictated music (eighth note dictation)</p> <p>Present musical concepts through written work, artwork, or other representation (Interpretation Project)</p> <p>Present musical concepts through movement (conducting test, Posture Perfect test)</p> <p>Interact with treble staff notes through notation and subject-specific words (ledger line test)</p> <p>Exhibit music literacy by building sightreading skills (sightreading test)</p> <p>Perform alone, in a small group, and in large ensembles demonstrating appropriate singing technique (rehearsal skills, Posture Perfect test)</p> <p>Demonstrate skill-building through independent practice (practice projects)</p> <p>Demonstrate understanding of musical concepts unique to world language music (concerts, Large Group Festival)</p> |



# 7th Grade Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Intermediate Level)

|  | STANDARDS ASSESSED   | UNPACKED/STUDENT LANGUAGE   |
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| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b>             | <p><b>Imagine:</b><br/>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr1.1.E.8a</b></p> <p><b>Plan and Make:</b><br/>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. <b>MU:Cr2.1.E.8a</b></p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. <b>MU:Cr2.1.E.8b</b></p> <p><b>Evaluate and Refine</b><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. <b>MU:Cr3.1.E.8a</b></p> <p><b>Present:</b><br/>Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. <b>MU:Cr3.2.E.8a</b></p>   | <p>Compose melodic and/or rhythmic passages based on elements studied in class <b>MU:Cr1.1.E.8a</b> (dictation unit)</p> <p>Select and create melodic and/or rhythmic passages that demonstrate understanding of elements studied in class. <b>MU:Cr2.1.E.8a</b> (dictation unit, rhythm review)</p> <p>Notate melodic/rhythmic ideas using a variety of media <b>MU:Cr2.1.E.8b</b> (dictation unit, rhythm review)</p> <p>Using an established rhythm and/or melody, evaluate and refine using knowledge and skills studied in class <b>MU:Cr3.1.E.8a</b> (dictation unit, rhythm review)</p> <p>Perform a rhythmic and/or melodic composition alone or with a group using your voice, instruments, and/or movements <b>MU:Cr3.2.E.8a</b> (dictation unit, ostinato as harmonic device)</p>  |
| <b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b> | <p><b>Select:</b><br/>Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. <b>MU:Pr4.1.E.8a</b></p> <p><b>Analyze:</b><br/>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. <b>MU:Pr4.2.E.8a</b></p> <p><b>Interpret:</b><br/>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. <b>MU:Pr4.3.E.8a</b></p> <p><b>Rehearse, Evaluate, and Refine:</b><br/>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. <b>MU:Pr5.1.E.8a</b></p> <p><b>Present:</b><br/>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. <b>MU:Pr6.1.E.8a</b></p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances. <b>MU:Pr6.1.E.8b</b></p> | <p>Select a solo or small group piece based on interest and the technical skill of the individual <b>MU:Pr4.1.E.8a</b> (Showcase song selection)</p> <p>Demonstrate music reading skills through analysis within various keys and meters <b>MU:Pr4.2.E.8a</b> (sight-singing packets, meter analysis exercise)</p> <p>Perform using expressive qualities through variations in tempo and dynamics and style <b>MU:Pr4.3.E.8a</b> (preparation for and actual performance of concert pieces)</p> <p>Use strategies to address challenges and enhance vocal performance skills through improvised movement <b>MU:Pr5.1.E.8a</b> (self-prescribed warmup gestures)</p> <p>Identify and execute strategies to address challenges within vocal selections <b>MU:Pr5.1.E.8a</b> (Showcase research and practice, rehearsal informal assessment, sight-singing exercises, practice projects)</p> <p>Reflect and demonstrate appropriate responses as both performer and audience member. <b>MU:Pr5.1.E.8a</b> (reflections, physical response at performances)</p> <p>Demonstrate attention to technical accuracy and expression in varying repertoire and performance settings. <b>MU:Pr6.1.E.8a</b> (concert pieces)</p> <p>Demonstrate an understanding of musical context through public performances <b>MU:Pr6.1.E.8b</b> (formal performances)</p> |

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| <b>R<br/>E<br/>S<br/>P<br/>O<br/>N<br/>D<br/>I<br/>N<br/>G</b> | <p><b>Select:</b><br/>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. <b>MU:Re7.1.E.8a</b></p> <p><b>Analyze:</b><br/>Describe how understanding context and the way the elements of music are manipulated inform the response to music. <b>MU:Re7.2.E.8a</b></p> <p><b>Interpret:</b><br/>Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. <b>MU:Re8.1.E.8a</b></p> <p><b>Evaluate:</b><br/>Explain the influence of experiences, analysis, and context on interest in and evaluation of music. <b>MU:Re9.1.E.8a</b></p>   | <p>Identify reasons for selecting Showcase piece based on characteristics in the music and personal interest <b>MU:Re7.1.E.8a</b> (Showcase song selection)</p> <p>Using listening skills and academic vocabulary, identify and describe the defining characteristics in a piece of music and how these can inform performance <b>MU:Re7.2.E.8a</b> (Showcase research, song analysis, listening worksheets)</p> <p>Compare/contrast different interpretations of the same piece of music using academic vocabulary <b>MU:Re8.1.E.8a</b> (performance reflections, warm-fuzzies, listening exercises)</p> <p>Using prior knowledge and reflecting on personal experience, write an introduction to a piece of music. <b>MU:Re9.1.E.8a</b> (Showcase introduction, choral selection introductions)</p>  |
| <b>C<br/>O<br/>N<br/>N<br/>E<br/>C<br/>T<br/>I<br/>N<br/>G</b> | <p><b>Personalize:</b><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement gestures, or other nonverbal means. <b>MU:Cn10.1.E.8a-WI</b></p> <p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. <b>MU:Cn10.1.E.8b-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.8c-WI</b></p> <p><b>Broaden:</b><br/>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. <b>MU:Cn11.1.E.8b-WI</b></p> <p>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.<br/><b>MU:Cn11.1.E.8c-WI</b></p> | <p>Exhibit independent music literacy by demonstrating sight-singing skills. <b>MU:Cn10.1.E.8a-WI</b> (Sightsinging packet)</p> <p>Connect and utilize skills, ideas, and vocabulary studied in class to write reflections that consider the affective domain and personal connections <b>MU:Cn10.1.E.8b-WI</b> (performance reflections, Showcase reflection, personal goal setting)</p> <p>Demonstrate understanding of rehearsal skills as they relate to personal choice and vocal outcomes. <b>MU:Cn10.1.E.8c-WI</b> (quarterly reflections on individual rehearsal skills, practice projects)</p> <p>Present musical concepts through written work, artwork, movement or other representation <b>MU:Cn11.1.E.8b-WI</b> (Tempo Project, Interpretation Project, warmup gestures, conducting test, choreography)</p> <p>Interact with musical terms and concepts through identification, notation, movement, and content vocabulary <b>MU:Cn11.1.E.8b-WI</b> (note name &amp; solfege tests, interval tests)</p> <p>Demonstrate understanding of musical concepts unique to world language music <b>MU:Cn11.1.E.8c-WI</b> (annual repertoire selections, Large Group Festival, Showcase)</p> |

# 8th Grade Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Intermediate Level)

|  | STANDARDS ASSESSED   | UNPACKED/STUDENT LANGUAGE   |
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| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b>             | <p><b>Imagine:</b><br/>Compose and improvise ideas for melodies and rhythmic passages based on characteristic(s) of music or text(s) studied in rehearsal. MU:Cr1.1.E.8a</p> <p><b>Plan and Make:</b><br/>Select and develop draft melodies and rhythmic passages that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsal. MU:Cr2.1.E.8a</p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. MU:Cr2.1.E.8b</p> <p><b>Evaluate and Refine</b><br/>Evaluate and refine draft compositions and improvisations based on knowledge, skill, and collaboratively-developed criteria. MU:Cr3.1.E.8a</p> <p><b>Present:</b><br/>Share personally-developed melodies and rhythmic passages – individually or as an ensemble – that demonstrate understanding of characteristics of music or texts studied in rehearsal. MU:Cr3.2.E.8a</p>  | <p>Compose melodic and/or rhythmic passages based on elements studied in class MU:Cr1.1.E.8a (dictation unit)</p> <p>Select and create melodic and/or rhythmic passages that demonstrate understanding of elements studied in class. MU:Cr2.1.E.8a (dictation unit, rhythm review)</p> <p>Notate melodic/rhythmic ideas using a variety of media MU:Cr2.1.E.8b (dictation unit, rhythm review)</p> <p>Using an established rhythm and/or melody, evaluate and refine using knowledge and skills studied in class MU:Cr3.1.E.8a (dictation unit, rhythm review)</p> <p>Perform a rhythmic and/or melodic composition alone or with a group using your voice, instruments, and/or movements MU:Cr3.2.E.8a (dictation unit, ostinato as harmonic device)</p>   |
| <b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b> | <p><b>Select:</b><br/>Select a varied repertoire to study based on music reading skills (where appropriate), an understanding of formal design in the music, context, and the technical skill of the individual and ensemble. MU:Pr4.1.E.8a</p> <p><b>Analyze:</b><br/>Demonstrate, using music reading skills where appropriate, how the setting and formal characteristics of musical works contribute to understanding the context of the music in prepared or improvised performances. MU:Pr4.2.E.8a</p> <p><b>Interpret:</b><br/>Demonstrate understanding and application of expressive qualities in a varied repertoire of music through prepared and improvised performances. MU:Pr4.3.E.8a</p> <p><b>Rehearse, Evaluate, and Refine:</b><br/>Develop strategies to address technical challenges in a varied repertoire of music and evaluate their success using feedback from ensemble peers and other sources to refine performances. MU:Pr5.1.E.8a</p> <p><b>Present:</b><br/>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles. MU:Pr6.1.E.8a</p> <p>Demonstrate an understanding of the context of the music through prepared and improvised performances. MU:Pr6.1.E.8b</p> | <p>Select a solo or small group piece based on interest and the technical skill of the individual MU:Pr4.1.E.8a (Showcase song selection)</p> <p>Demonstrate music reading skills through analysis within various keys and meters MU:Pr4.2.E.8a (sight-singing packets, meter analysis exercise)</p> <p>Perform using expressive qualities through variations in tempo and dynamics and style MU:Pr4.3.E.8a (preparation for and actual performance of concert pieces)</p> <p>Use strategies to address challenges and enhance vocal performance skills through improvised movement MU:Pr5.1.E.8a (self-prescribed warmup gestures)</p> <p>Identify and execute strategies to address challenges within vocal selections MU:Pr5.1.E.8a (Showcase research and practice, rehearsal informal assessment, sight-singing exercises, practice projects)</p> <p>Reflect and demonstrate appropriate responses as both performer and audience member. MU:Pr5.1.E.8a (reflections, physical response at performances)</p> <p>Demonstrate attention to technical accuracy and expression in varying repertoire and performance settings. MU:Pr6.1.E.8a (concert pieces)</p> <p>Demonstrate an understanding of musical context through public performances MU:Pr6.1.E.8b (formal performances)</p> |

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| <b>R<br/>E<br/>S<br/>P<br/>O<br/>N<br/>D<br/>I<br/>N<br/>G</b> | <p><b>Select:</b><br/>Explain reasons for selecting music citing characteristics found in the music and connections to interest, purpose, and context. <b>MU:Re7.1.E.8a</b></p> <p><b>Analyze:</b><br/>Describe how understanding context and the way the elements of music are manipulated inform the response to music. <b>MU:Re7.2.E.8a</b></p> <p><b>Interpret:</b><br/>Identify and support interpretations of the expressive intent and meaning of musical works, citing as evidence the treatment of the elements of music, contexts, and (when appropriate) the setting of the text. <b>MU:Re8.1.E.8a</b></p> <p><b>Evaluate:</b><br/>Explain the influence of experiences, analysis, and context on interest in and evaluation of music. <b>MU:Re9.1.E.8a</b></p>   | <p>Identify reasons for selecting Showcase piece based on characteristics in the music and personal interest <b>MU:Re7.1.E.8a</b> (Showcase song selection)</p> <p>Using listening skills and academic vocabulary, identify and describe the defining characteristics in a piece of music and how these can inform performance <b>MU:Re7.2.E.8a</b> (Showcase research, song analysis, listening worksheets, concept quizzes and worksheets)</p> <p>Compare/contrast different interpretations of the same piece of music using academic vocabulary <b>MU:Re8.1.E.8a</b> (performance reflections, warm-fuzzies, listening exercises)</p> <p>Using prior knowledge and reflecting on personal experience, write an introduction to a piece of music. <b>MU:Re9.1.E.8a</b> (Showcase introduction, choral selection introductions)</p>  |
| <b>C<br/>O<br/>N<br/>N<br/>E<br/>C<br/>T<br/>I<br/>N<br/>G</b> | <p><b>Personalize:</b><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement gestures, or other nonverbal means. <b>MU:Cn10.1.E.8a-WI</b></p> <p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. <b>MU:Cn10.1.E.8b-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.8c-WI</b></p> <p><b>Broaden:</b><br/>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. <b>MU:Cn11.1.E.8b-WI</b></p> <p>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components.<br/><b>MU:Cn11.1.E.8c-WI</b></p> | <p>Exhibit independent music literacy by demonstrating sight-singing skills. <b>MU:Cn10.1.E.8a-WI</b> (Sightsinging packet)</p> <p>Connect and utilize skills, ideas, and vocabulary studied in class to write reflections that consider the affective domain and personal connections <b>MU:Cn10.1.E.8b-WI</b> (performance reflections, Showcase reflection, personal goal setting)</p> <p>Demonstrate understanding of rehearsal skills as they relate to personal choice and vocal outcomes. <b>MU:Cn10.1.E.8c-WI</b> (quarterly reflections on individual rehearsal skills, practice projects)</p> <p>Present musical concepts through written work, artwork, movement or other representation <b>MU:Cn11.1.E.8b-WI</b> (Tempo Project, Interpretation Project, warmup gestures, conducting test, choreography)</p> <p>Interact with musical terms and concepts through identification, notation, movement, and content vocabulary <b>MU:Cn11.1.E.8b-WI</b> (note name &amp; solfege tests, interval tests)</p> <p>Demonstrate understanding of musical concepts unique to world language music <b>MU:Cn11.1.E.8c-WI</b> (annual repertoire selections, Large Group Festival, Showcase)</p> |

# High School Mixed Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Proficient Level)

|  | STANDARDS ASSESSED   | UNPACKED/STUDENT LANGUAGE  |
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| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b>             | <p><u>Imagine:</u><br/>Compose and improvise ideas for melodies, rhythmic passages, and arrangements for specific purposes that reflect characteristic(s) of music from a variety of historical periods studied in rehearsal. <b>MU:Cr1.1.E.1a</b></p> <p><u>Plan and Make:</u><br/>Select and develop draft melodies, rhythmic passages, and arrangements for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of historical periods studied in rehearsal. <b>MU:Cr2.1.E.1a</b></p> <p>Preserve draft compositions and improvisations through standard notation and audio recording. <b>MU:Cr2.1.E.1b</b></p> <p><u>Evaluate and Refine:</u><br/>Evaluate and refine draft melodies, rhythmic passages, arrangements, and improvisations based on established criteria, including the extent to which they address identified purposes. <b>MU:Cr3.1.E.1a</b></p> <p><u>Present:</u><br/>Share personally developed melodies, rhythmic passages, and arrangements – individually or as an ensemble – that address identified purposes. <b>MU:Cr3.2.E.1a</b></p>   | <p>Compose and improvise ideas for melodies and rhythmic passages using basic rhythmic values, solfege syllables, and hand signs.<br/>(teacher-lead and student-lead solfege improv exercises, composing rhythmic passages on white boards in class)</p> <p>Select from rhythmic values and solfege syllables studied in class to demonstrate understanding of basic characteristics of music through written work.<br/>(composition project and performance or recording, written assessments)</p> <p>Demonstrate understanding of basic characteristics of music studied in rehearsal through notated compositions and/or audio recording.<br/>(composition score with correct rhythmic notation and spelling of solfege syllables)</p> <p>Demonstrate understanding of basic characteristics of music studied in rehearsal through evaluation and refinement of notated compositions and/or audio recording.<br/>(student edits on drafts of projects)</p> <p>Demonstrate understanding of basic characteristics of music studied in rehearsal through performance of notated compositions and/or audio recording.<br/>(reading and performing finished projects as an ensemble or having students present and perform projects individually)</p> |
| <b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b> | <p><u>Select:</u><br/>Explain the criteria used to select a varied repertoire to study based on an understanding of theoretical and structural characteristics of the music, the technical skill of the individual or ensemble, and the purpose or context of the performance. <b>MU:Pr4.1.E.1a</b></p> <p><u>Analyze:</u><br/>Demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works impact and inform prepared or improvised performances. <b>MU:Pr4.2.E.1a</b></p> <p><u>Interpret:</u><br/>Demonstrate an understanding of context in a varied repertoire of music through prepared and improvised performances. <b>MU:Pr4.3.E.1a</b></p> <p><u>Rehearse, Evaluate, and Refine:</u><br/>Develop strategies to address expressive challenges in a varied repertoire of music, and evaluate their success using feedback from ensemble peers and other sources to refine performances. <b>MU:Pr5.1.E.1a</b></p> <p><u>Present:</u><br/>Demonstrate attention to technical accuracy and expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres. <b>MU:Pr6.1.E.1a</b></p> | <p>Select a choir piece to be performed using criteria based on a basic understanding of theoretical and structural characteristics of the music, the technical skill of the ensemble, and the purpose or context of the performance.<br/>(vote for a specific choral piece)</p> <p>Demonstrate how expressive aspects of musical works impact and inform prepared performances.<br/>(marking checks in music)</p> <p>Demonstrate how contextual aspects of musical works impact and inform prepared performances.<br/>(written quiz, perform in the manner in which it is to be performed)</p> <p>Practice and demonstrate a basic understanding of singing technique and vocal pedagogy through lessons.<br/>(lessons)</p> <p>Perform choral repertoire representing diverse cultures, styles, and genres while demonstrating attention to technical accuracy and expressive qualities.<br/>(concerts)</p> <p>Perform choral pieces learned in class with appropriate expressive intent while connecting with an audience.<br/>(concerts)</p>  |

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|   | <p>Demonstrate an understanding of expressive intent by connecting with an audience through prepared and improvised performances. <b>MU:Pr6.1.E.Ib</b></p>   |  |
| <p><b>R<br/>E<br/>S<br/>P<br/>O<br/>N<br/>D<br/>I<br/>N<br/>G</b></p> | <p><b>Select:</b><br/>Apply criteria to select music for specified purposes, supporting choices by citing characteristics found in the music and connections to interest, purpose, and context. <b>MU:Re7.1.E.Ia</b></p> <p><b>Analyze:</b><br/>Explain how the analysis of passages and understanding the way the elements of music are manipulated inform the response to music. <b>MU:Re7.2.E.Ia</b></p> <p><b>Evaluate:</b><br/>Evaluate works and performances based on personally or collaboratively developed criteria, including analysis of the structure and context. <b>MU:Re9.1.E.Ia</b></p>   | <p><b>Justify reasoning for choices made in the choral repertoire selection process through written reflection.</b><br/>(journal about why they picked a specific choral piece)</p> <p><b>Reflect on how strategies used in class affected the performance of choral pieces studied.</b><br/>(Choral repertoire: In what ways did the choir embody the style of the piece performed?)</p> <p><b>Evaluate the choir's performance based on personally and collaboratively developed criteria, including analysis of the structure and context discussed in class.</b><br/>(Assign a grade to the choir's performance using a rubric)</p>  |
| <p><b>C<br/>O<br/>N<br/>N<br/>E<br/>C<br/>T<br/>I<br/>N<br/>G</b></p> | <p><b>Personalize:</b><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means. <b>MU:Cn10.1.E.Ia-WI</b></p> <p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. <b>MU:Cn10.1.E.Ib-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.Ic-WI</b></p> <p><b>Broaden:</b><br/>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. <b>MU:Cn11.1.E.Ia-WI</b></p> <p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. <b>MU:Cn11.1.E.Ib-WI</b></p> <p>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. <b>MU:Cn11.1.E.Ic-WI</b></p> | <p><b>Exhibit music literacy by using vocabulary learned in class in discussion as well as in written work. Apply sight-singing skills to repertoire being studied in class.</b><br/>(putting students in charge of leading physical warm-ups, having students aid in choreography for spring concert, journaling)</p> <p><b>Reflect on how repertoire interacts with the affective domain, including feelings, values, opinions, wishes, personal awareness, or character.</b><br/>(journaling/discussing/artwork)</p> <p><b>Perform alone, in a small group, and in large ensembles demonstrating appropriate singing technique.</b><br/>(rehearsal skills, S/E work and performances)</p> <p><b>Apply knowledge of distinctions within and across music genres by performing pieces from a variety of genres.</b><br/>(performances)</p> <p><b>Present musical concepts through written work, artwork, movement, or other representation.</b><br/>(choreography, artwork, costuming)</p> <p><b>Perform music in world languages, including non-Western music, and explore the context of the pieces' compositions.</b><br/>(take part in traditions such as dances and food within world cultures that are relevant to music)</p> |

# High School Auditioned Choir Curriculum

Aligned to 2017 WMEA Wisconsin Music Standards (Ensemble Accomplished Level)

|  | STANDARDS ASSESSED   | UNPACKED/STUDENT LANGUAGE   |
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| <b>C<br/>R<br/>E<br/>A<br/>T<br/>I<br/>N<br/>G</b>             | <p><b>Imagine:</b><br/>Compose and improvise ideas for arrangements, sections, and short compositions for specific purposes that reflect characteristic(s) of music from a variety of cultures studied in rehearsal. <b>MU:Cr1.1.E.IIa</b></p> <p><b>Plan and Make:</b><br/>Select and develop arrangements, sections, and short compositions for specific purposes that demonstrate understanding of characteristic(s) of music from a variety of cultures studied in rehearsal. <b>MU:Cr2.1.E.IIa</b></p> <p>Preserve draft compositions and improvisations through standard notation, audio, or video recording. <b>MU:Cr2.1.E.IIb</b></p> <p><b>Evaluate and Refine:</b><br/>Evaluate and refine draft arrangements, sections, short compositions, and improvisations based on personally developed criteria, including the extent to which they address identified purposes. <b>MU:Cr3.1.E.IIa</b></p> <p><b>Present:</b><br/>Share personally-developed arrangements, sections, and short compositions – individually or as an ensemble – that address identified purposes. <b>MU:Cr3.2.E.IIa</b></p>  | <p><b>Compose and improvise ideas for melodies and rhythmic passages using advanced rhythmic values, solfege syllables, and hand signs.</b><br/>(solfege improv exercises, written composition assignment)</p> <p><b>Select from rhythmic values and both melodic and harmonic aspects studied in class to demonstrate understanding of advanced characteristics of music through written work.</b><br/>(composition project, written assessments)</p> <p><b>Demonstrate understanding of advanced characteristics of music studied in rehearsal through notated compositions and/or audio recording.</b><br/>(composition score with correct rhythmic notation and notes on a staff)</p> <p><b>Demonstrate understanding of advanced characteristics of music studied in rehearsal through evaluation and refinement of notated compositions and/or audio recording.</b><br/>(student edits on drafts of projects)</p> <p><b>Demonstrate understanding of advanced characteristics of music studied in rehearsal through performance of notated compositions and/or audio recording.</b><br/>(reading and performing finished projects as an ensemble or having students present and perform projects individually)</p>  |
| <b>P<br/>E<br/>R<br/>F<br/>O<br/>R<br/>M<br/>I<br/>N<br/>G</b> | <p><b>Select:</b><br/>Develop and apply criteria to select a varied repertoire to study and perform based on an understanding of theoretical and structural characteristics and expressive challenges in the music, the technical skill of the individual or ensemble, and the purpose and context of the performance. <b>MU:Pr4.1.E.IIa</b></p> <p><b>Analyze:</b><br/>Document and demonstrate, using music reading skills where appropriate, how compositional devices employed and theoretical and structural aspects of musical works may impact and inform prepared and improvised performances. <b>MU:Pr4.2.E.IIa</b></p> <p><b>Interpret:</b><br/>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared and improvised performances as well as performers' technical skill to connect with the audience. <b>MU:Pr4.3.E.IIa</b></p> <p><b>Rehearse, Evaluate, and Refine:</b><br/>Develop and apply appropriate rehearsal strategies to address individual and ensemble challenges in a varied repertoire of music, and evaluate their success. <b>MU:Pr5.1.E.IIa</b></p> <p><b>Present:</b><br/>Demonstrate mastery of the technical demands and an understanding of expressive qualities of the music in prepared and improvised performances of a varied repertoire representing diverse cultures, styles, genres, and historical periods. <b>MU:Pr6.1.E.IIa</b></p> | <p><b>Select a solo piece to be performed using criteria based on an advanced understanding of theoretical and structural characteristics of the music, the technical skill of the individual, and the purpose or context of the performance.</b><br/>(choose a solo for S/E)</p> <p><b>Document through written work and demonstrate in lessons how expressive aspects of a musical work impacts and informs prepared performances.</b><br/>(marking checks in S/E music)</p> <p><b>Demonstrate how understanding the style, genre, and context of a varied repertoire of music influences prepared performances as well as performers' technical skill to connect with the audience.</b><br/>(lesson sheets on background info and stylistic choices about S/E solo)</p> <p><b>Practice and demonstrate an advanced understanding of singing technique and vocal pedagogy through lessons and self-evaluation.</b><br/>(lessons/lesson sheets)</p> <p><b>Perform choral repertoire representing diverse cultures, styles, and genres while demonstrating attention to technical accuracy and expressive qualities.</b><br/>(concerts)</p> <p><b>Perform solo piece with appropriate expressive intent while connecting with an audience.</b><br/>(final exam performance)</p> |

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|   | <p>Demonstrate an understanding of intent as a means for connecting with an audience through prepared and improvised performances. <b>MU:Pr6.1.E.IIb</b></p>   | <p>Perform choral pieces learned in class with appropriate expressive intent while connecting with an audience.<br/>(concerts)</p>   |
| <p><b>R<br/>E<br/>S<br/>P<br/>O<br/>N<br/>D<br/>I<br/>N<br/>G</b></p> | <p><b>Select:</b><br/>Apply criteria to select music for a variety of purposes, justifying choices citing knowledge of the music and the specified purpose and context. <b>MU:Re7.1.E.IIa</b></p> <p><b>Analyze:</b><br/>Explain how the analysis of structures and contexts inform the response to music.<br/><b>MU:Re7.2.E.IIa</b></p> <p><b>Interpret:</b><br/>Support interpretations of the expressive intent and meaning of musical works citing as evidence the treatment of the elements of music, contexts, (when appropriate) the setting of the text, and varied researched sources. <b>MU:Re8.1.E.IIa</b></p> <p><b>Evaluate:</b><br/>Evaluate works and performances based on research as well as personally- and collaboratively developed criteria, including analysis and interpretation of the structure and context. <b>MU:Re9.1.E.IIa</b></p>   | <p><b>Justify reasoning for choices made in the solo repertoire selection process through written reflection.</b><br/>(beginning lesson sheet)</p> <p>Reflect on how strategies used in class and in lessons affected the performance of the piece studied.<br/>(self-eval lesson sheet)</p> <p>Verbally support interpretations of the expressive intent and meaning of a musical solo citing as evidence the treatment of elements of music, contexts, the setting of the text, and varied researched sources.<br/>(S/E solo introduction)</p> <p>Evaluate other students' solo performances based on personally and collaboratively developed criteria, including analysis of the structure and context of each piece performed.<br/>(student critique sheets)</p>  |
| <p><b>C<br/>O<br/>N<br/>N<br/>E<br/>C<br/>T<br/>I<br/>N<br/>G</b></p> | <p><b>Personalize (WI):</b><br/>Exhibit music literacy by speaking and writing about music; interacting with subject-specific words, symbols, and notation; and presenting musical concepts through movement, gestures, or other non-verbal means. <b>MU:Cn10.1.E.IIa-WI</b></p> <p>Highlight how music interacts with the affective domain, such as feelings, values, opinions, wishes, personal awareness, or character. <b>MU:Cn10.1.E.IIb-WI</b></p> <p>Demonstrate how interests, knowledge, and skills relate to personal choices and intent when creating, performing, and responding to music. <b>MU:Cn10.1.E.IIc-WI</b></p> <p><b>Broaden (WI):</b><br/>Highlight connections and celebrate distinctions within or across music genres, including musical and extra-musical considerations. <b>MU:Cn11.1.E.IIa-WI</b></p> <p>Demonstrate understanding of the relationship between music and the other arts or subject areas, including musical and extra-musical considerations. <b>MU:Cn11.1.E.IIb-WI</b></p> <p>Exhibit understanding of the two-way relationship between music and people of various cultures, ethnicities, locales, and eras through an exploration of musical and extra-musical components. <b>MU:Cn11.1.E.IIc-WI</b></p> | <p>Exhibit music literacy by using vocabulary learned in class in discussion as well as in written work. Apply sight-singing skills to repertoire being studied in class.<br/>(putting students in charge of leading physical warm-ups, having students aid in choreography for spring concert, journaling)</p> <p>Exhibit music literacy through movement, gestures, and other non-verbal means.<br/>(practice conducting in relevant meters)</p> <p>Reflect on how repertoire interacts with the affective domain, including feelings, values, opinions, wishes, personal awareness, or character.<br/>(journaling/discussing/artwork)</p> <p>Perform alone, in a small group, and in large ensembles demonstrating appropriate singing technique.<br/>(rehearsal skills, S/E work and performances)</p> <p>Apply knowledge of distinctions within and across music genres by performing pieces from a variety of genres.<br/>(performances)</p> <p>Present musical concepts through written work, artwork, movement, or other representation.<br/>(choreography, artwork, costuming)</p> <p>Perform music in world languages, including non-Western music, and deeply explore the context of the pieces' compositions.<br/>(take part in traditions such as dances and food within world cultures that are relevant to music)</p> |