<table>
<thead>
<tr>
<th>Strand</th>
<th>Product Performance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply Singing Skills to Perform and Communicate through the Arts</td>
</tr>
</tbody>
</table>

### Standards

A. Skills and techniques:
   - Sings and performs a varied repertoire of music both independently and with ensemble

### Learning Targets

1. Sing literature using solfege or numbers in major keys from each musical era
   - Be able to recognize general characteristics of different styles and genres of musical compositions
   - Perform 3-part and 4-part music in a variety of ensembles
   - Display proper concert etiquette as a performer and audience member
   - Perform works in major and minor modes from various musical eras with rhythm and pitch accuracy
   - Respond appropriately to the cues of the conductor

### Alignments:
- CCSS: 9-10.RST.2; 9-10.RST.4; 9-10.RST.5
- Performance: 1.5, 1.6, 1.9, 2.5, 3.3
- Knowledge: (FA) 1,3
- MUGLE: PP.1.A-E
- NETS: 3c; 4c; 4d
- DOK: 2

Board Approved 7-15-13

Revised 2014
Freshman Choir

**Instructional Strategies**

- Teacher modeling and guided practice examples:
  - Breath support
  - Breath control
  - Vowel production
  - Use of consonants
  - Articulators
  - Resonators
  - Source of vibration
  - Source of air
  - Sight reading
- Classroom discussion
- Professional musician modeling:
  - Educational tours (Distinguished Concerts International New York)
  - Honor ensembles
  - College professors
  - Guests artists:
    - Show-Me Showboaters
    - Chanticleer
    - Vocal Spectrum
- Aural exercises:
  - Vocal warm-ups
  - Specified rehearsal

**Assessments/Evaluations**

- Teacher observation and feedback
- Content target assessment – assessed using a scoring guide
- Concerts
- Student evaluation
- Written quizzes
- Small and large group evaluation
### Sample Assessment Questions

- How does the musical style of the Baroque period differ from the musical style of the Renaissance period?
- How does the singer identify “do” or “1” in a musical example?

### Instructional Resources/Tools

- Various octavos
- Audio and Visual Examples: Professional recordings/performances
- Internet Sources:
  - YouTube
  - JW Pepper
  - Hal Leonard
  - Santa Barbara Publishing
- Professional Organizations:
  - NAFME
  - ACDA
  - MCDA
  - MMEA
- Professional Resources:
  - “Teaching Music”
  - “Choral Journal”
  - “Recorder”
  - “Missouri School Music”
  - “Choral Director”

### Literacy Connections

- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
- Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
<table>
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<tr>
<th>Cross Curricular Connections</th>
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<tr>
<td>History: Repertoire from various eras</td>
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<td>Geography: Repertoire from various regions</td>
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<tr>
<td>Sociology: Repertoire from various cultures</td>
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<tr>
<td>Strand</td>
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<tr>
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</tr>
<tr>
<td>Big Idea</td>
</tr>
</tbody>
</table>

**Standards**

B. Skills and techniques:
   - Sing using correct vocal production and technique

**Learning Targets**

1. Develop correct vocal production
   - Be able to use proper breath control and support
   - Sing with pitch and rhythmic accuracy and proper breath control in an appropriate range
   - Use correct vowel production techniques in a variety of musical styles or genres in solo and ensemble performances
   - Have basic knowledge of vocal technique as it applies to various musical genres and languages
   - Apply appropriate diction in multiple languages
   - Use appropriate dynamics and stylistic expression

**Alignments:**

- CCSS: 9-10.RST.3; 9-10.RST.5
- Performance: 1.6
- Knowledge: (FA) 1
- MUGLE: PP.1.A-C
- NETS: 3c; 4c; 4d
- DOK: 3

Board Approved 7-15-13 Revised 2014
### Instructional Strategies

- Teacher modeling and guided practice:
  - Breath support
  - Breath control
  - Vowel production
  - Use of consonants
  - Articulators
  - Resonators
  - Source of vibration
  - Source of air
  - Diction
  - Pronunciation
  - Dynamics
- Classroom discussion
- Aural exercises:
  - Vocal warm-up
  - Specified rehearsal

### Assessments/Evaluations

- Individual aural evaluation
- Teacher observation and feedback
- Content target assessment – assessed using a scoring guide
- Written quizzes
- Small and large group evaluation

### Sample Assessment Questions

- Write pronunciation of this musical example phonetically
- What are the four vocal resonators?
- What are the musical effects of poor breath control?
- Why is posture so important to proper singing?
Instructional Resources/Tools

- Various octavos
- Audio and visual examples: Professional recordings/performances
- Internet sources: YouTube
- Professional organizations:
  - NAFME
  - ACDA
  - MCDA
  - MMEA
- Professional resources:
  - “Teaching Music”
  - “Choral Journal”
  - “Recorder”
  - “Missouri School Music”
  - “Choral Director”

Literacy Connections

- Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text
- Analyze the structure of the relationships among concepts in a text including relationships among key terms: larynx, phonation, vowel production, resonator

Cross Curricular Connections

- Biology: Physical singing apparatus
- Physics:
  - Sound production
  - Sound waves
  - Resonators
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<th>Elements of Music</th>
<th>Learning Targets</th>
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<tr>
<td><strong>Big Idea</strong></td>
<td>Develop and Apply the Knowledge and Skills to Read and Notate Music</td>
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<tr>
<td><strong>Standards</strong></td>
<td></td>
<td>1.</td>
</tr>
<tr>
<td>C. Skills and techniques:</td>
<td></td>
<td>• Notate rhythms and/or melodies</td>
</tr>
<tr>
<td>• Read and notate melodic and rhythmic passages</td>
<td></td>
<td>• Read two-, three-, and four-part examples alone and with an ensemble</td>
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<tr>
<td>• Symbols for rhythm, pitch, and expressive elements</td>
<td></td>
<td>• Identify key signatures</td>
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<tr>
<td>• Musical forms</td>
<td></td>
<td>• Analyze elements of music theory, cognitively, aurally, and with written recognition as it applies to classroom, rehearsal, and performance</td>
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<tr>
<td></td>
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<td>• Identify similar and contrasting phrases</td>
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<td></td>
<td></td>
<td>• Recognize visually and aurally various forms</td>
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<tr>
<td></td>
<td></td>
<td>• Identify standard symbols for dynamics, tempo, and articulation</td>
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<td>• Identify and analyze forms, composition techniques in selected ensemble repertoire</td>
</tr>
</tbody>
</table>

**Alignments**
CCSS: 9-10.RST.4
Performance: 1.5, 1.6, 1.9, 2.5, 3.3-3.5
Knowledge: (FA) 1,3
MUCLE: EP.1.A-D
NETS: N/A
DOK: 2
### Instructional Strategies

- Teacher modeling: Interpreting standard rhythmic and melodic notation in various:
  - meters
  - keys
  - forms
- Guided practice: Identifying and notating musical symbols of:
  - pitch
  - duration
- Independent practice
- Classroom discussion
- Aural and written exercises

### Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Written quizzes
- Auditions:
  - All-District Choir
  - All-State Choir
  - CDA Honor Choir

### Sample Assessment Questions

- Correctly identify the key signature of this musical example
- Write the correct rhythmic notation for each musical phrase
- What is the English translation for the Italian term crescendo?

### Instructional Resources/Tools

- Various octavos
- Music Theory 2000
- 30 Days to Music Theory
## Literacy Connections

- Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics

## Cross Curricular Connections

- Math:
  - Patterns
  - Fractions
- Foreign Language:
  - Terms in Western languages
  - Relation to ancient Greek root bases
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</tr>
</tbody>
</table>

**Standards**

D. Skills and techniques:
- Sight reading

**Learning Targets**

1. • Sing and recognize intervals, both melodic and harmonic
   • Sigh tread melodies and rhythmic patterns
   • Sight read independent melodic notation in treble and bass clef
   • Sigh tread two- and three-part examples containing basic technical demands, moderate ranges with an ensemble
   • Identify key signatures
   • Analyze elements of music theory, cognitively, aurally, and with written recognition as it applies to classroom, rehearsal, and performance
   • Identify similar and contrasting phrases
   • Recognize visually and aurally various forms

**Alignments:**
CCSS: 9-10.RST.3; 9-10.RST.4
Performance: 1.6, 3.1, 3.3, 3.6
Knowledge: (FA) 1,3
MUCLE: EP.1.E
NETS: N/A
CCSS: 3
### Freshman Choir

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<td>- Interval recognition</td>
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<td>- Rhythm patterns</td>
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<tr>
<td>Guided practice:</td>
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<td>- Piano accompaniment</td>
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<tr>
<td>- Interval recognition</td>
</tr>
<tr>
<td>- Rhythm patterns</td>
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<tr>
<td>Classroom discussion</td>
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<tr>
<td>Aural and written exercises</td>
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</table>

<table>
<thead>
<tr>
<th>Assessments/Evaluations</th>
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</thead>
<tbody>
<tr>
<td>Teacher observation</td>
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<tr>
<td>Content target assessment – assessed using a scoring guide</td>
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<tr>
<td>Singing/performance quizzes/exams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Sample Assessment Questions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Correctly identify the key signature of this musical example</td>
</tr>
<tr>
<td>Correctly identify the pitches of a 1-chord</td>
</tr>
<tr>
<td>Identify beginning pitches by scale degree number</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Instructional Resources/Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Various octavos</td>
</tr>
<tr>
<td>Patti DeWitt sight reading</td>
</tr>
<tr>
<td>Hymnals</td>
</tr>
</tbody>
</table>

<table>
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<th>Literacy Connections</th>
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<tr>
<td>Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9-10 texts and topics</td>
</tr>
</tbody>
</table>
Cross Curricular Connections

• Math:
• Patterns
• Fractions

• Geometry:
• Spatial concept
• Linear alignment

• ELA – Reading:
• Multistep procedures
• Fluent reading
• Auditory discrimination
• Phonetic awareness
• High frequency words
<table>
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<tr>
<th>Strand</th>
<th>Artistic Perceptions</th>
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<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Evaluate Music and Musical Performances. Develop and Apply the Knowledge and Skills to Listen to, Analyze, and Describe Music and Musical Performance.</td>
</tr>
</tbody>
</table>

**Standards**

E. Analyze and critique: Responds, listens, describes and evaluates live or recorded musical performances and compositions.

**Learning Targets**

1. 
   - Listen to and begin to classify a variety of musical styles and genres.
   - Demonstrate respect for the musical efforts and opinions of others.
   - Recognize stylistic characteristics of each musical period.
   - Discuss the quality and effectiveness of music and performances with constructive criticism using proper musical terminology and descriptors.
   - Determine the musical means and size of group of an aural example.
   - Describe the musical expression of an aural example.
   - Characterize the use of music by its intended function and its intended audience.

**Alignments:**

CCSS: 9-10.RST.1; 9-10.RST.2; 9-10.WHST.1a,e; 9-10.WHST.5

Performance: 1.5, 1.6, 1.9, 2.4, 2.5, 3.5, 3.6

Knowledge: (FA) 1,3

MUCLE: AP.1.A,B; AP.2.A,B

NETS: 3c; 4c; 4d

DOK: 2

Board Approved 7-15-13

Revised 2014
### Instructional Strategies

- Teacher modeling: Co-constructed shared writing to evaluate performance
- Brainstorming words in the text that indicate a particular mood
- Guided practice
- Classroom discussion to analyze song lyrics
- Listening to cultural and historical examples
- Journaling

### Assessments/Evaluations

- Teacher observation
- Content target assessment – assessed using a scoring guide
- Student evaluation
- Written quizzes and tests
- Performance problem solving scoring guide
- MSHSAA Festival Evaluative form
- MCDA Audition Evaluative form

### Sample Assessment Questions

- Explain the differences in musical style between a spiritual and a madrigal
- Write a musical critique of this recording of a live performance
- Identify strengths and weaknesses of personal performances

### Instructional Resources/Tools

- Various octavos
- YouTube/Internet Sources: Audio and visual examples
- Musical examples/recordings
## Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions
- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text
- Write arguments focused on discipline-specific content:
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence
  e. Provide a concluding statement or section that follows from or supports the argument presented
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience

## Cross Curricular Connections

- English:
  - Use of tier two and three words
  - Compare and contrast
  - Meaning of text
  - Determining central ideas from a text
<table>
<thead>
<tr>
<th>Strand</th>
<th>Historical and Cultural Contexts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Big Idea</td>
<td>Develop and Apply the Knowledge and Skills to Understand Works of Art in Time and Place</td>
</tr>
</tbody>
</table>

**Standards**

F. Cultural and historic connections: Understands and relates music to culture and history

**Learning Targets**

1. 
   - Demonstrate an understanding of the contribution of other cultures to the origins of American music
   - Show respect for music from various cultures and musical periods
   - Categorize the function of music being performed in relation to its function in society or history
   - Perform music from a variety of musical genres and describe the relevance of music to culture and history
   - Demonstrate introductory skill level in various eras of music
   - Recognizes stylistic characteristics and historical significance of each musical period

**Alignments:**

CCSS9-10.RST.1; 9-10.RST.2; 9-10.WHST.2a,b
Performance: 1.5, 1.6, 1.9, 2.4, 2.5
Knowledge: (FA) 1,3,5
MUCLE: HC.1.A-C
NETS: 3c; 4c,d
DOK: 2

Board Approved 7-15-13

Revised 2014
### Freshman Choir

#### Instructional Strategies

- Teacher modeling: Listening for identifying elements of musical:
  - style
  - genre
  - time period
- Classroom discussion: Relating music to general historic events
- Listening to recordings of cultural and historical examples
- Professional musician modeling:
  - Educational tours (Distinguished Concerts International New York)
  - Guest artists –
    - Show-Me Showboaters
    - Chanticleer
    - Vocal spectrum

#### Assessments/Evaluations

- Teacher observation
- Student evaluation
- Written quizzes and tests
- Performance problem – assessed using a solving scoring guide

#### Sample Assessment Questions

- Write the English translation of the Latin term “crimina.” – This is a Latin word…part of lyrics.
- What is the pronunciation, either written phonetically or using the International Phonetic Alphabet of the Swahili text from *Wana Baraka*?

#### Instructional Resources/Tools

- Various octavos
- YouTube/Internet Sources: Audio and visual examples
- Musical examples/recordings
- Live professional performances:
  - Show-Me Showboaters
  - Chanticleer
  - Vocal Spectrum
### Literacy Connections

- Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
- Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes:
  a. Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.

### Cross Curricular Connections

- **History:** Discussion of relevant historical facts, relevant style associated with particular time periods.
- **Sociology:** Discussion of culture as it relates to the arts.
- **Foreign Language:** Use of language specific to musical selections.
- **Architecture:** Relationship of visual form to musical form:
  - cathedral-tone
  - live musical spaces
  - acoustics
- **Geography:** Language specific to country dialect:
  - Russian-dark tone
  - Appalachian-bright wall
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<th>Interdisciplinary Connections</th>
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<td>Develop and Apply Knowledge and Skills to Understand the Relationships between Music the Other Arts and Disciplines outside the Arts</td>
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<tr>
<td>Standards G.</td>
<td>Applications to life: Understands and relates music to other studies and life experiences</td>
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<tr>
<td>Learning Targets 1.</td>
<td>- Relate music to other courses of study</td>
</tr>
<tr>
<td></td>
<td>- Compare characteristics of two or more arts within a particular historical period or style and cite examples from various cultures</td>
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<td></td>
<td>- Examine a variety of music related vocations and avocations</td>
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<td>- Demonstrate the character traits of responsibility, self-discipline, and accountability while participating in opportunities to contribute to the musical community</td>
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<td>- Discover how elements, artistic processes, and organization skills learned in music relate to real world experiences</td>
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<td>- Demonstrate an understanding of the role of technology in music</td>
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<td>- Explain how the roles of creators, performers, and others involved in the production and presentation of the arts are similar to and different from one another in the various arts</td>
</tr>
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</table>

Alignments:
CCSS: 9-10.WHST.2; 9-10.WHST.7
Performance: 1.5, 1.6, 1.9, 1.10, 2.5, 2.6, 4.8
Knowledge: (FA) 1,4
MUGLE: IC.1.B; HC.1.D
NETS: 3c; 4c,d; 6b
DOK: 2
### Instructional Strategies

- Brainstorming colleges and careers in the field of music
- Independent practice: performances at community and civic events
- Classroom discussion
- Guest speakers, clinicians, and conductors
- Hands-on experience with performance technology and equipment
- Collaborative Fine Arts events, such as:
  - Capitol Caroling
  - Fall musical

### Assessments/Evaluations

- Teacher observation
- Student evaluation
- Performances at community and civic events

### Sample Assessment Questions

- What are some musical careers in music and what is the education required working in that field?

### Instructional Resources/Tools

- Various octavos
- YouTube/internet sources
- Stage sound and lighting equipment

### Literacy Connections

- Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation
### Cross Curricular Connections

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