

**PRESCOTT UNIFIED SCHOOL DISTRICT**  
**District Instructional Guide**  
**Date Revised 1/12/16**

<b>Grade Level: 5th/6th</b>	<b>Subject: Choir</b>	<b>Time: Quarter 1</b>	<b>Core Text: Varied Resources</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
Weeks 1-9 (ongoing)	Reading, Writing & Performing Rhythmic Notation	<p>A.I. - Maintain a steady beat with auditory assistance, while playing individually and with others the following note and rest values: whole, half, quarter, eighth, and corresponding dotted notes in simple meters</p> <p>A.I. - Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names)</p> <p>PRU - Musical symbols encountered in repertoire (above listed)</p> <p>Improv. - Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures</p>	Written rhythm quiz

Weeks 1-3	Vocal & Performing Ensemble Techniques	<p>A.I. - Utilize proper technique (e.g. embouchure, hand position, and breath)</p> <p>A.I. Perform dynamics, timbre, tempo, phrasing, articulation in the repertoire. For vocal ensemble: apply articulators to produce clarity of consonants and purity of vowels</p> <p>PRU - Students role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble</p> <p>PRU - Sounds of the instrument/voices to their ensemble</p>	
Weeks 4-6	Aural (listening) Skills	<p>RRU - How changing compositional elements of music (e.g. dynamics, articulation and tempo) can change the style and experience of the music</p> <p>Anchor 11 - Identify and explain how music is affected by one's knowledge outside of the arts (e.g. science, social studies, math, language arts)</p> <p>Anchor 7 - Identify how the use of repetition, similarities, and contrasts inform the response to music</p>	

Weeks 7-9	Performance Attributes/Etiquette	<p>A.I. - Perform music from memory</p> <p>Anchor 10 - Identify reasons for selecting music based on connection to interest, and purpose or context</p> <p>Anchor 6 - Identify technical accuracy in prepared and improvised performances of a varied repertoire of music</p> <p>CRU - Recognizing composer's motivation for creating the music being performed by the students</p> <p>CRU - Identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed</p>	<p>Quarterly Performance</p> <p><b>Literary Standard/Assessment:</b> Identify aspects of a text that reveal an author's point of view or purpose (e.g. loaded language, inclusion or avoidance of particular facts). <b>(6-8.RH.6)</b></p>
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**CREATING Standards:**

Anchor Standard 1: Generate and conceptualize artistic ideas and work

Anchor Standard 2: Organize and develop artistic ideas and work

Anchor Standard 3: Refine and complete artistic work

Improvisation (Improv.)

Composition (Comp.)

**PERFORMING Standards:**

Anchor Standard 4: Select, Analyze and Interpret artistic work for performance

Anchor Standard 5: Develop and refine artistic techniques and work for presentation

Anchor Standard 6: Convey meaning through the presentation of artistic work

Application to Instrument (A.I.)

Perform-Reflect on Understanding (PRU)

**RESPONDING Standards:**

Anchor Standard 7: Perceive and analyze artistic work

Anchor Standard 8: Interpret intent and meaning in artistic work

Anchor Standard 9: Apply criteria to evaluate artistic work

Respond-Reflect on Understanding (RRU)

**CONNECTING Standards:**

Anchor Standard 10: Synthesize and relate knowledge and personal experiences to make art

Anchor Standard 11: Relate artistic ideas and works with societal, cultural, and historical context to deepen understanding

Connect-Reflect on Understanding (CRU)