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

Grade Level: 5th/6th	Subject: Choir	Time: Quarter 1	Core Text: Varied Resources

Time	Unit/Topic	Standards	Assessments
Weeks 1-9 (ongoing)	Reading, Writing & Performing Rhythmic Notation	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 A.I. - Utilize musical symbols (e.g. fermata, repeat signs, double bar lines, note names) PRU - Musical symbols encountered in repertoire (above listed) Improv. - Perform, use standard notation, and audio record improvisation that is a minimum of 4 measures	Written rhythm quiz

Weeks 1-3	Vocal & Performing Ensemble Techniques	A.I. - Utilize proper technique (e.g. embouchure, hand position, and breath)	
		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	
		PRU - Students role (e.g. melody, harmony, accompaniment, foreground/background) within their ensemble	
		PRU - Sounds of the instrument/voices to their ensemble	
Weeks 4-6	Aural (listening) Skills	RRU - How changing compositional elements of music (e.g. dynamics, articulation and tempo) can change the style and experience of the music	
		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)	
		Anchor 7 - Identify how the use of repetition, similarities, and contrasts inform the response to music	

| Weeks 7-9 | Performance Attributes/Etiquette | A.I. - Perform music from memory

Anchor 10 - Identify reasons for selecting music based on connection to interest, and purpose or context

Anchor 6 - Identify technical accuracy in prepared and improvised performances of a varied repertoire of music

CRU - Recognizing composer's motivation for creating the music being performed by the students

CRU - Identify the context (e.g. historical, social, cultural) in which the composer wrote the piece being performed | Quarterly Performance

Literary Standard/Assessment: 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). **(6-8.RH.6)** |

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)