

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

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| Grade Level: 5th/6th | Subject: Choir | Time: Quarter 4 | Core Text: Various |
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| Time | Unit/Topic | Standards | Assessments |
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| Weeks 28-36 (Ongoing) | The Forever Musician | <p>Anchor 7 - Identify reasons for selecting music based on characteristics found in the music</p> <p>Anchor 10 - Identify and discuss the roles and impact music plays in one's life and the lives of others</p> <p>CRU - Identify roles/careers that musicians play in societies and investigate ways to be a life-long music makers</p> <p>CRU - Identify their preference for specific musical works and styles</p> <p>CRU - Describing personal reactions to musical experiences, and identifying which musical aspects evoke these reactions</p> | |
| Weeks 28-30 | Composition | <p>PRU - Whole and half step patterns in scales encountered in music</p> <p>Anchor 2 - Develop melodic and rhythmic</p> | |

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| | | <p>ideas or motives that demonstrate understanding of characteristic(s) of music or text(s) studied in rehearsals</p> <p>Anchor 3 - Evaluate and refine draft compositions and improvisations based on knowledge, skill, and teacher-provided criteria</p> <p>Anchor 3 - Share personally-developed melodic and rhythmic ideas or motives individually or as an ensemble that demonstrate understanding of characteristics of music or texts studied in rehearsal</p> | |
| Weeks 31-33 | Evaluation of Music | <p>Anchor 5 - Use peer feedback to refine individual and ensemble performances of varied repertoire of music</p> <p>Anchor 9 - Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music</p> <p>RRU - Selected elements of music</p> <p>RRU - Using teacher specified criteria to evaluate a musical performance</p> <p>RRU - Using appropriate terminology to describe and explain music</p> <p>RRU - Showing respect for personal work and the work of others through appropriate critique</p> | |

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| Weeks 34-36 | Performance Attributes/Etiquette | <p>Anchor 4 - Select repertoire to study/perform based on interest, music reading and performing/technical abilities</p> <p>Anchor 4 Use repertoire to demonstrate a developing understanding of various musical structure and context in repertoire performed</p> <p>RRU - The characteristics intended by the composer and/or performer to evoke a mood in a piece of music</p> <p>PRU - Adjusting to the acoustic properties and the effect on the performers and the performance space</p> | Quarterly Performance |

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)