

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

<b>Grade Level: 7th/8th</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 sixteenth, corresponding dotted notes and elementary syncopation 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 music can be transcribed from one music medium to another (e.g. one instrument to another, one ensemble to another)</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 - Describe how the elements of music are manipulated to inform the response to music</p>	

Weeks 7-9	Performance Attributes/Etiquette	<p>A.I. - Perform literature from memory</p> <p>Anchor 10 - Explain reasons for selecting music citing connections to interest, purpose, and context</p> <p>Anchor 6 - Demonstrate attention to technical accuracy in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles</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)

# PRESCOTT UNIFIED SCHOOL DISTRICT

## District Instructional Guide

Date Revised 1/12/16

<b>Grade Level: 7th/8th grade</b>	<b>Subject: Choir</b>	<b>Time: Quarter 2</b>	<b>Core Text: Various</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
Weeks 10-18 (ongoing)	Melody/Intervals/Movable Do	PRU - Steps and Skips  PRU - Key and time signatures  PRU - Simple music forms and characteristics	Written Assessment
Weeks 10-12	Creating/ Arranging Music	Improv. - Describe how the changing elements of music (e.g. dynamics, tone, color, tempo) can affect the style of music  Comp. - Describe how the changing elements of music (e.g. dynamics, tone, color, tempo) can affect the style of music  Comp. - Replace or change some of the note values and/or pitches in composing a variation of a theme  Comp. - Use technology and multimedia to enhance knowledge and application of composing and arranging music. (e.g. composing and sequencing software)	
Weeks 13-15	Interpreting and Responding to Music	A.I. - Respond to basic conducting cues (e.g. tempo, dynamics)  Anchor 8 - 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  RRU - How the changing elements of music (e.g. dynamics, tone, color, tempo) can affect the style of the music	
Weeks 16-18	Performance Attributes/ Etiquette	Anchor 6 - Demonstrate an awareness of the context of the music through prepared performance  RRU - Musical characteristics that make a piece of music appropriate for a specific event or function	Quarterly Performance

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<b>Grade Level: 7th/8th</b>	<b>Subject: Choir</b>	<b>Time: 3rd Quarter</b>	<b>Core Text: Various</b>
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
Weeks 19-27 (Ongoing)	Combining Rhythm & Melody	PRU - Elements of music (e.g. rhythm, melody)  CRU - Elements of music in repertoire  Anchor 5 - Develop strategies to address technical challenges in a varied repertoire of music	
Weeks 19-21	Vocal Mechanics & Breathing	A.I. - Utilize a basic characteristic tone with greater stability  PRU - One's own physical mechanics and skill level essential to playing/singing within the repertoire	
Weeks 22-24	Blending	A.I. - Perform with awareness of intonation, ensemble, balance, and blend	
Weeks 25-27	Performance Attributes/Etiquette	Anchor 6 - Demonstrate attention to expressive qualities in prepared and improvised performances of a varied repertoire of music representing diverse cultures and styles  RRU - Their preference for specific musical works and	Quarterly Performance



		<p>styles</p> <p>Anchor 11 - Identify and explain how context (e.g. social, cultural, historical) can inform the expressive intent and meaning of a musical performance</p> <p>CRU - Understanding the connections between music and other content areas as encountered in the repertoire, including text settings</p>	
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<b>Time</b>	<b>Unit/Topic</b>	<b>Standards</b>	<b>Assessments</b>
Weeks 28-36 (Ongoing)	The Forever Musician	<p>Anchor 7 - Explain reasons for selecting music citing characteristics found in the music</p> <p>Anchor 10 - Identify and explain 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 passages 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 collaboratively-developed criteria</p> <p>Anchor 3 - Share personally-developed melodic and rhythmic passages 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 feedback from ensemble peers and other sources to refine performances</p> <p>Anchor 9 - Explain the influence of experiences, analysis, and context on interest in and evaluation of music</p> <p>RRU - Elements of music most prominent repertoire</p> <p>RRU - Using teacher or student 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>	
Weeks 34-36	Performance Attributes/Etiquette	<p>Anchor 4 - Select repertoire to study/perform based on interest, music reading and performing/technical abilities</p>	Quarterly Performance

		<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>	
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