

GBCS Curriculum Guide			GRADE:		SUBJECT:			
Topic	Pacing	Unit	Standards	Enduring Understandings & Essential Questions	Learning Targets	Vocabulary/Concepts	Materials	Assessments
Perform	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring (plus supplemental performances).	Concert Preparation	ART.M.I.HS.1 Sing and play with expression and technical accuracy a large and varied repertoire of vocal and instrumental literature with a moderate level of difficulty, including some selections performed from memory. (21st Century Skills: I.3, I.4, I.5, I.6, II.1, II.7, III.3, III.4, III.10)	Music has both technical and expressive qualities. Both are integral to the performance of music.	LT: I can sing my music with correct notes and rhythms. LT: I can perform my music from memory (memorized). LT: I can sing accurately with expression.	Terms are pulled directly from concert repertoire and vary depending on specific music chosen. Some common terms: dynamics, crescendo, decrescendo, melody, harmony, tie, slur, staccato, legato, phrase, staggered breathing, etc.	Diverse music octavos. Each choir performs at least one song in a foreign language, 1 acapella (if possible), and music from a variety of cultures and time periods.	Daily rehearsal skills, singing quizzes, public performance.
Perform	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring (plus supplemental performances).	Concert Preparation	ART.M.1.HS.2 Sing music written in four parts, with and without accompaniment. (21st Century Skills: I.3, I.4, I.5, II.1, III.4, III.6)	Why is it important that all groups have the opportunity to sing in multiple voice groupings and acapella? What are the challenges of singing acapella?	LT: I can hold my part independently without the help of the piano. LT: my section can hold their individual part while hearing 3 other parts sing different notes.	Terms: Treble clef, bass clef, grand staff, staves, brace, bracket, measure, barline, acapella Concepts: Reading music notation	Diverse music octavos. Each choir performs at least one song in a foreign language, 1 acapella (if possible), and music from a variety of cultures and time periods.	Daily rehearsal skills, singing quizzes, public performance.
Perform	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring (plus supplemental performances).	Concert Preparation	ART.M.1.HS.3 Perform an appropriate part in large and small ensembles, demonstrating well-developed ensemble skills. (21st Century Skills: I.4, II.5, III.3)	What are well-developed ensemble skills? How is singing alone different from singing in an ensemble? How can we hone our ensemble skills past just simply singing together?	LT: I can sing my part while effectively communicating with my section members, classmates, and conductor. LT: I can follow the non-verbal directions from my conductor. LT: I can positively contribute to my ensemble.	Concepts: Watching the conductor for cues, responding to non-verbal cues, communicating music ideas to each other and to the audience.	Diverse music octavos. Each choir performs at least one song in a foreign language, 1 acapella (if possible), and music from a variety of cultures and time periods.	Daily rehearsal skills, singing quizzes, public performance.
Perform	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring (plus supplemental performances).	Concert Preparation	ART.M.1.HS.5 Perform from an instrumental or vocal score of at least four staves. (21st Century Skills: I.3, I.4, II.1, II.7)	How do you know which line is yours throughout the music?	LT: I can read a piece of music with at least 4 staves and identify which one is mine.	Terms: Treble clef, bass clef, grand staff, staves, brace, bracket, measure, barline Concepts: Reading music notation	Diverse music octavos. Each choir performs at least one song in a foreign language, 1 acapella (if possible), and music from a variety of cultures and time periods.	Daily rehearsal skills, singing quizzes, public performance.

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Perform	September-June	Sightreading	ART.M.1.HS.6 Sight read accurately and expressively, music with a moderate level of difficulty. (21st Century Skills: I.3, I.4, II.1, II.7)	Why do we sightread? How is sightreading related to singing written songs? Why is important that we know how to sightread?	LT: I can sing the provided sightreading with correct rhythm counting on "numbers". LT: I can sing the provided sightreading with correct syllables on "solfege". LT: I can sing the provided sightreading with correct pitches, rhythms, and solfege syllables.	Terms: Pitch, rhythm, solfege, scale, interval Concepts: Steady beat	Sightreading books, sightreadingfactory.com (computer, projector), rhythm sticks	Daily rehearsal skills, sightreading quizzes, written homework and quizzes.
Create	March-June	Sightreading/Composition	ART.M.II.HS.1 Improvise stylistically appropriate harmonizing parts. (21st Century Skills: I.1, I.3, I.4, 1.5, 1.6, II.1, II.4, II.5)	What makes a part "stylistically appropriate"? What makes a second part "harmony" instead of just a second part?	LT: I can compose/improvise a harmony part that fits with an existing melody.	Terms: Chords, solfege, harmony, melody, improvise	Sightreading books, sightreadingfactory.com (computer, projector), staff paper	Daily rehearsal skills
Create	May-June	Final Project	ART.M.II.HS.7 Create or adapt music to integrate with other media. (21st Century Skills: I.1, I.2, I.3, I.4, II.1, II.2, II.3, II.5, II.7, III.3)	How can music enrich other media?	LT: I can create or use music to integrate with other media in my final project.		Powerpoint, acapella apps, music video apps, video, etc.	Final project
Analyze	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring. Used to supplement concert preparation.	Evaluation	ART.M.III.HS.1 Demonstrate extensive knowledge and use of the technical vocabulary of music. (21st Century Skills: I.6, II.1)	What do you hear in this music? What specific music terminology have we been discussing in class... do you hear any examples of those terms? What is the composer trying to tell us through this music? Did the performer accomplish their goal? Why is it important that you can both define AND demonstrate each term?	LT: I can define the terms and symbols found in my concert music. LT: I can speak about my art using the terms from my music. LT: I can identify terms and concepts in listening examples of other choirs.	Terms are endless and are pulled directly from concert repertoire and vary depending on specific music chosen.	Diverse music octavos, listening examples, music dictionary	Daily rehearsal skills, written vocabulary quizzes (1 per concert unit)
Analyze	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring. Used to supplement concert preparation.	Evaluation	ART.M.III.HS.2 Analyze aural examples of a varied repertoire of music, representing diverse genres and cultures, by describing the uses of elements of music and expressive devices. (21st Century Skills: I.3, II.1, II.7, III.2, III.7)	How is choir music the same or different as music from the radio? Does music sound different from other cultures? Why or why not? Does music play a different role/function in their society?	LT: I can identify important features of a music listening example. LT: I can use the elements of music and expressive devices to discuss a varied repertoire of music.	Terms: Medieval, Renaissance, Baroque, Classical, Romantic, timbre	Diverse music recordings	Daily rehearsal skills

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Analyze	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring. Used to supplement concert preparation.	Evaluation	ART.M.III.HS.3 Identify and explain compositional devices and techniques and their purposes, giving examples of other works that make similar uses of these devices and techniques. (21st Century Skills: I.3, I.4, I.6, II.1)	What is the composer trying to accomplish in this piece? How is this similar or different from our other concert repertoire? Can you think of any other songs that you've ever done or heard that are similar?	LT: I can compare and contrast my concert music by discussing the composer's musical choices.	Terms: Medieval, Renaissance, Baroque, Classical, Romantic, timbre, polyphonic, homophonic, acapella, modes, text painting, tempo, articulations	Diverse music octavos and music recordings	Daily rehearsal skills
Analyze	Typically 5 concert "terms": Fall, Winter, District Festival, State Festival, and Spring. Used to supplement concert preparation and wrap-up performance unit.	Evaluation	ART.M.III.HS.5 Make informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations applying specific criteria. (21st Century Skills: I.3, I.6, II.1)	What makes a performance effective or successful? How do we know when we've been successful?	LT: I can evaluate my own performance as well as the performance of others using the criteria discussed in class. LT: I can evaluate my own performance as well as the performance of others using the MSVMA festival rubric.	Terms/Concepts: Tone quality, pitch, rhythm, diction, interpretation, presentation, stage deportment	Live or recorded performances	Daily rehearsal skills, performance evaluations