

Curriculum Map for: Ring Lardner Choirs

	Essential Questions	Content	Skills	Assessments	Resources	Standards/CCLS
September	<ol style="list-style-type: none"> How does correct breathing and posture enhance singing? What is involved in a performance? What are the basic fundamentals of music? 	<ol style="list-style-type: none"> Proper breath control Correct posture Sing parts Note values Clef signs Time Signatures Sight reading 	<ol style="list-style-type: none"> Sing with proper breath control Sing with correct posture Sing music written in two and three parts Read and identify whole, half, quarter notes, treble and bass clefs, solfege syllables do-so, and 2/4, 4/4 time signatures Sight read simple melodies in treble clef 	<p>Assessment Charts</p> <p>Visual and aural assessment</p> <p>Peer Performance</p> <p>Worksheets - note values clef signs time signatures solfege</p> <p>Quiz - (written) note values clef signs solfege syllables</p> <p>Type writing I and II</p>	<p>Charts in room Music Octavos Silver Burdette Road Trip Maps Patterns of Sound</p>	<p>Art IMM3 Art IMM4 Art IMM8 Art IMM9</p> <p>RH 4.Determine meaning of symbols, terms, words/phrases 5. Describe how a text present info sequentially 7. Integrate visual information RST 4. Determine the meaning of symbols and terms 7. Integrate info. expressed in words by visual means WHST 2. Write informatory/explanatory texts</p>
October	<ol style="list-style-type: none"> What are the basic fundamentals of music? Why is it important to learn to read music? 	<ol style="list-style-type: none"> Rhythms Dynamics Sight reading Sing parts 	<ol style="list-style-type: none"> Read and identify whole, half, quarter notes and rests Read and count rhythms using #1, correctly. Identify dynamics 	<p>Assessment Charts</p> <p>Visual and aural assessment</p> <p>Peer performance</p>	<p>Charts in room Music Octavos Road Trip Maps Patterns of Sound</p>	<p>IMM3 IMM4 IMM8 IMM9</p> <p>RH 4.Determine meaning</p>

	<p>3. How do you read two and three parts music?</p>		<p>pp - ff. 4. Sight read simple melodies in treble and bass clef. 5. Sing solfege using do - la. 5. Sing music written in two and three parts.</p>	<p>Quiz - (written) notes and rests dynamics Quiz - oral sight reading utilizing solfege syllables Type Writings</p>		<p>of symbols, terms, words/phrases 5. Integrate visual information RST 4. Determine the meaning of symbols and terms 7. Integrate info. expressed in words by visual terms WHST 2. Write informative/explanatory texts</p>
<p>November</p>	<p>1. What are the basic fundamentals of music? 2. How is it different to sing by step or by leap? 3. How does each choir member form uniform vowels? 4. How do you execute consonants correctly? 5. How is singing in 3/4 meter different from 2/4 or 4/4?</p>	<p>1. Rhythms 2. Sight reading 3. Vowel and consonant production 4. Consonants</p>	<p>1. Read and identify whole, half, quarter notes and rests, and eighth notes. 2. Sight read melodies with steps and leaps. 3. Formation and importance of uniform vowels. 4. Understand the placement of consonants. 5. Reciting lyrics to emphasize correct consonant placement and accents. 5. Sight sing melodies in 3/4</p>	<p>Assessment Charts Peer performance Visual and aural assessment Type Writings</p>		<p>IMM1 IMM9 IMM5 IMM8 RH 4. Determine meaning of symbols, terms, words/phrases 5. Integrate visual information RST 4. Determine the meaning of symbols and terms 7. Integrate info. expressed in words by visual terms</p>

<p>December</p>	<p>1. What steps do I take to prepare for a concert? 2. What did we do well and what can we improve upon for our next performance?</p>	<p>1. Concert preparation including etiquette. 2. Evaluation of performance.</p>	<p>1. Perform holiday repertoire 2. Evaluate the holiday concert performance</p>	<p>1. Assessment Charts 2. Performance 3. Review recording of performance 4. Write a paper describing the steps - preparing for a concert - Collins Type II 5. Write a critique of the holiday concert in - Collins Type III</p>		<p>IMM1 IMM2 IMM4 IMM5 IMM7 IMM8 IMM9 III MM5</p> <p>WHST 2. Write informative/explanatory texts 5. Develop and strengthen writing RH 2. Provide an accurate summary from prior knowledge or opinions</p>
<p>January</p>	<p>1. How can I identify how fast or slow a composer wants a song to be sung? 2. What other types of music will we sing this year?</p>	<p>1. Tempo markings 2. Secular music.</p>	<p>1. Identify tempo markings 2. Sing songs representing multiple composers and performers. 3. Sing a song in a foreign language</p>	<p>Assessment Charts Quiz - (written) tempo markings Collins Writings</p>		<p>IMM1 IMM2 IMM3 IMM4 IMM8 IMM9</p> <p>WHST 2. Write informative/explanatory texts RST 4. Determine the meaning of symbols and terms 7. Integrate info. expressed in words by visual terms RH 3. Identify key ideas and details 4. Describe how a text presents</p>

						information 7. Integrate visual information
February	<ol style="list-style-type: none"> 1. Why do we want to prepare music for a festival? 2. What is the difference between pop music and secular music? 	<ol style="list-style-type: none"> 1. Key Signatures - flats/sharps 2. Balance and intonation 3. Pop music 	<ol style="list-style-type: none"> 1. Sight read simple melodies in two and three parts 2. Sight read melodies in varying time and key signatures 3. Sing pop music 	<ol style="list-style-type: none"> 1. Assessment Charts 2. Oral sight reading tests 3. Written sight reading tests 4. Collins writings 		IMM1 IMM2 IMM3 IMM4 IMM5 IMM8 IMM9 WHST 2. Write informatory/explanatory texts 4. Determine the meaning of symbols and terms
March	<ol style="list-style-type: none"> 1. How will our choir be critiqued at festival? 2. How do I critique our performance 	<ol style="list-style-type: none"> 1. Criteria for festival performance 	<ol style="list-style-type: none"> 1. Sight read simple melodies 2. Sight read melodies in varying time and key signatures 	<ol style="list-style-type: none"> 1. Assessment Charts 2. Critiqued performance at District VI festival. 3. Collins writings 		IMM1 IMM2 IMM3 IMM4 IMM5 IMM8 IMM9 IIM5 WHST 2. Write informatory/explanatory texts

<p>April</p>	<p>1. How do we prepare for spring tour? 2. What makes the tour different than performing at our own school?</p>	<p>1. How to prepare for concerts on the road and concerts in house.</p>	<p>1. Sing pop music 2. Dance to selected pieces.</p>	<p>1. Assessment Charts 2. Performances 3. Collins writings</p>		<p>IMM1 IMM2 IMM3 IMM4 IMM5 IMM6 WHST 2. Write informatory/explanatory texts</p>
<p>May</p>	<p>1. What can I do to make each performance a success?</p>	<p>1. Concert expectations</p>	<p>1. Sing pop music 2. Dance to selected pieces 3. Perform</p>	<p>1. Assessment Charts 2. Performances 3. Collins writings</p>		<p>IMM1 IMM2 IMM3 IMM4 IMM5 WHST 2. Write informatory/explanatory texts</p>
<p>June</p>						