# MS CHORAL SCOPE AND SEQUENCE

<table>
<thead>
<tr>
<th>First Nine Weeks - Quarter 1</th>
<th>Second Nine Weeks - Quarter 2</th>
<th>Third Nine Weeks - Quarter 3</th>
<th>Fourth Nine Weeks - Quarter 4</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Create/Perform</strong></td>
<td><strong>Create/Perform</strong></td>
<td><strong>Create/Perform</strong></td>
<td><strong>Create/Perform</strong></td>
</tr>
<tr>
<td><strong>MS CHORAL PERFORMANCE Expectations:</strong></td>
<td><strong>MS CHORAL PERFORMANCE Expectations:</strong></td>
<td><strong>MS CHORAL PERFORMANCE Expectations:</strong></td>
<td><strong>MS CHORAL PERFORMANCE Expectations:</strong></td>
</tr>
<tr>
<td>- Novice and Intermediate Choral Ensembles will perform at least once per semester which may include, but is not limited to: Home concert, Community performance, School Musical Theatre production, Solo &amp; Ensemble Festival, and District Fall Festival.</td>
<td>- Proficient Choral Ensembles are expected to perform at least once per quarter which may include, but is not limited to: Home concert, Community performance, School Musical Theatre production, Solo &amp; Ensemble Festival, and District Fall Festival.</td>
<td>- Novice and Intermediate Choral Ensembles will perform at least once per semester which may include, but is not limited to: Home concert, Community performance, School Musical Theatre production, Solo &amp; Ensemble Festival, and District Fall Festival.</td>
<td>- Novice and Intermediate Choral Ensembles will perform at least once per semester which may include, but is not limited to: Home concert, Community performance, School Musical Theatre production, Solo &amp; Ensemble Festival, and District Fall Festival.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Anchor Standards 1-6</th>
<th>Anchor Standards 1-6</th>
<th>Anchor Standards 1-6</th>
<th>Anchor Standards 1-6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Literature</td>
<td>Literature</td>
<td>Literature</td>
</tr>
<tr>
<td>- 3-6 Musical Selections Level Easy - Intermediate, unison to 3-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy - Intermediate, unison to 3-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy - Intermediate, Unison to 4-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy - Intermediate, Unison to 4-part with varied genres</td>
</tr>
<tr>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
<td>- At least one foreign language</td>
<td>- At least one foreign language</td>
</tr>
<tr>
<td>- Theory/ear-training supplements</td>
<td>- Theory/ear-training supplements</td>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
</tr>
<tr>
<td>- Perform-Reflect on Understanding 1-11</td>
<td>- Perform-Reflect on Understanding 1-11</td>
<td>- Perform-Reflect on Understanding 1-11</td>
<td>- Perform-Reflect on Understanding 1-11</td>
</tr>
<tr>
<td>Skill development</td>
<td>Skill development</td>
<td>Skill development</td>
<td>Skill development</td>
</tr>
<tr>
<td>- Demonstrate correct posture, body position and alignment for singing.</td>
<td>- Demonstrate correct posture, body position and alignment for singing.</td>
<td>- Demonstrate correct posture, body position and alignment for singing.</td>
<td>- Demonstrate correct posture, body position and alignment for singing.</td>
</tr>
<tr>
<td>- Utilize healthy vocal production.</td>
<td>- Utilize healthy vocal production.</td>
<td>- Utilize healthy vocal production.</td>
<td>- Utilize healthy vocal production.</td>
</tr>
<tr>
<td>- For changing voices: Understand what developments occur in the male voice throughout this time.</td>
<td>- For changing voices: Understand what developments occur in the male voice throughout this time.</td>
<td>- For changing voices: Understand what developments occur in the male voice throughout this time.</td>
<td>- For changing voices: Understand what developments occur in the male voice throughout this time.</td>
</tr>
<tr>
<td>- Respond to basic conducting gestures (beat pattern, dynamics, tempo).</td>
<td>- Respond to basic conducting gestures (beat pattern, dynamics, tempo).</td>
<td>- Respond to basic conducting gestures (beat pattern, dynamics, tempo).</td>
<td>- Respond to basic conducting gestures (beat pattern, dynamics, tempo).</td>
</tr>
<tr>
<td>- Identify basic musical symbols (clefs, time signatures, dynamics).</td>
<td>- Identify basic musical symbols (clefs, time signatures, dynamics).</td>
<td>- Identify basic musical symbols (clefs, time signatures, dynamics).</td>
<td>- Identify basic musical symbols (clefs, time signatures, dynamics).</td>
</tr>
<tr>
<td>- Read rhythms of quarter notes, quarter rests, eighth notes and half notes.</td>
<td>- Read rhythms of quarter notes, quarter rests, eighth notes and half notes.</td>
<td>- Read rhythms of quarter notes, quarter rests, eighth notes and half notes.</td>
<td>- Read rhythms of quarter notes, quarter rests, eighth notes and half notes.</td>
</tr>
</tbody>
</table>

**Third Nine Weeks**

- **Anchor Standards 1-6**
- **Literature**
  - 3-6 Musical Selections Level Easy - Intermediate, Unison to 4-part with varied genres
  - At least one foreign language
  - Sight-reading/sight-singing appropriate to level of ensemble
  - Theory/ear-training supplements
  - Application of the Instrument 1-13
  - Perform-Reflect on Understanding 1-11
- **Skill development**
  - Demonstrate correct posture, body position and alignment for singing.
  - Utilize healthy vocal production.
  - For changing voices: Understand what developments occur in the male voice throughout this time.
  - Respond to basic conducting gestures (beat pattern, dynamics, tempo).
  - Identify basic musical symbols (clefs, time signatures, dynamics).
  - Read rhythms of quarter notes, quarter rests, eighth notes and half notes.
  - Continuation of skills established in Quarters 1 and 2
  - Understand how body posture and facial expression affect vocal tone and breath management.
  - Vocalize with an awareness of balance and blend within the ensemble.
  - Sing scales or arpeggios from exercises or repertoire.
  - Identify common musical symbols (accidentals, sharp/flats/natural, articulations of staccato or marcato.)
- **Application of the Instrument 1**
  - At least one foreign language
  - Sight-reading/sight-singing appropriate to level of ensemble
  - Theory/ear-training supplements
  - Application of the Instrument 1-13
  - Perform-Reflect on Understanding 1-11

**Fourth Nine Weeks**

- **Anchor Standards 1-6**
- **Literature**
  - 3-6 Musical Selections Level Easy - Intermediate, Unison to 4-part with varied genres
  - At least one foreign language
  - Sight-reading/sight-singing appropriate to level of ensemble
  - Theory/ear-training supplements
  - Application of the Instrument 1-13
  - Perform-Reflect on Understanding 1-11
- **Skill development**
  - Demonstrate correct posture, body position and alignment for singing.
  - Utilize healthy vocal production.
  - For changing voices: Understand what developments occur in the male voice throughout this time.
  - Respond to basic conducting gestures (beat pattern, dynamics, tempo).
  - Identify basic musical symbols (clefs, time signatures, dynamics).
  - Read rhythms of quarter notes, quarter rests, eighth notes and half notes.
  - Continuation of skills established in Quarters 1, 2, and 3
  - Utilize healthy vocal production to produce varying tones or colors appropriate to the style of the repertoire and ensemble.
  - Respond to conducting gestures (phrasing and expression/character).
  - Identify common musical symbols (accidentals, sharp/flats/natural, articulations of staccato or marcato.)
- **Application of the Instrument 1**
  - At least one foreign language
  - Sight-reading/sight-singing appropriate to level of ensemble
  - Theory/ear-training supplements
  - Application of the Instrument 1-13
  - Perform-Reflect on Understanding 1-11

---

Fine Arts Office of Curriculum Development, edition 4.0 ©
<table>
<thead>
<tr>
<th>Anchor Standards 7-9</th>
<th>Anchor Standards 7-9</th>
<th>Anchor Standards 7-9</th>
<th>Anchor Standards 7-9</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Literature</strong></td>
<td><strong>Literature</strong></td>
<td><strong>Literature</strong></td>
<td><strong>Literature</strong></td>
</tr>
<tr>
<td>- 3-6 Musical Selections Level Easy-Intermediate, unison to 3-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy-Intermediate, unison to 3-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy-Intermediate, Unison to 4-part with varied genres</td>
<td>- 3-6 Musical Selections Level Easy-Intermediate, Unison to 4-part with varied genres</td>
</tr>
<tr>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
<td>- Sight-reading/sight-singing appropriate to level of ensemble</td>
<td>- At least one foreign language</td>
<td>- At least one foreign language</td>
</tr>
<tr>
<td>- Theory/ear-training supplements</td>
<td>- Theory/ear-training supplements</td>
<td>- Theory/ear-training supplements</td>
<td>- Theory/ear-training supplements</td>
</tr>
<tr>
<td>- Listening to Advanced/Professional Level Choirs</td>
<td>- Listening to Advanced/Professional Level Choirs</td>
<td>- Listening to Advanced/Professional Level Choirs</td>
<td>- Listening to Advanced/Professional Level Choirs</td>
</tr>
<tr>
<td><strong>Responding Foundational Skills</strong></td>
<td><strong>Responding Foundational Skills</strong></td>
<td><strong>Responding Foundational Skills</strong></td>
<td><strong>Responding Foundational Skills</strong></td>
</tr>
<tr>
<td>o Identify and describe ways in which the principles and subject matter of other disciplines are related to music (e.g., science, math, history)</td>
<td>o Compare the basic elements of two or more arts and how each art can be used to express similar events, emotions, scenes, or ideas.</td>
<td>o Identify and relate musical concepts such as intervals or rhythmic values to mathematical concepts.</td>
<td>o Recognize and discuss the differences in performance practice and style between selections of the repertoire.</td>
</tr>
<tr>
<td>o Explore and analyze the relationship of music to language arts, visual arts, literature.</td>
<td>o Discuss and experience other major musical contributions by composers of the ensemble’s repertoire.</td>
<td>o Using the repertoire, compare the musical structure and form of two or more pieces.</td>
<td>o Discuss composers’ choices and motivations for creating the music from the repertoire.</td>
</tr>
<tr>
<td>o Compare and contrast the influences of music in various cultures.</td>
<td>o Describe ways that music conveys thought, emotion and universal themes with or without the use of words or a common language.</td>
<td>o Using the repertoire, explore the relationship that the music has to the lyrics/poetry.</td>
<td></td>
</tr>
<tr>
<td>Evaluate/Connect</td>
<td>Evaluate/Connect</td>
<td>Evaluate/Connect</td>
<td>Evaluate/Connect</td>
</tr>
<tr>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
<td>------------------</td>
</tr>
<tr>
<td>Anchor Standards 10-11</td>
<td>Anchor Standards 10-11</td>
<td>Anchor Standards 10-11</td>
<td>Anchor Standards 10-11</td>
</tr>
</tbody>
</table>

**Literature**
- 3-6 Musical Selections Level Easy-Intermediate, unison to 3-part with varied genres
- Sight-reading/sight-singing appropriate to level of ensemble
- Theory/ear-training supplements
- Listening to Advanced/Professional Level Choirs

**Skill development**
- With instructor guidance, identify qualities of a music performance and discuss their level through a technical perspective.
- Discuss reasons for selecting music for various types of performances of the ensemble.

**Literature**
- 3-6 Musical Selections Level Easy-Intermediate, unison to 3-part with varied genres
- Sight-reading/sight-singing appropriate to level of ensemble
- Theory/ear-training supplements
- Listening to Advanced/Professional Level Choirs

**Skill development**
- Using instructor generated criteria, evaluate a performance through a technical perspective.
- Explain the differences in the types of music selected for different ensembles for various performances.

**Literature**
- 3-6 Musical Selections Level Easy-Intermediate, Unison to 4-part with varied genres
- At least one foreign language
- Sight-reading/sight-singing appropriate to level of ensemble
- Theory/ear-training supplements
- Listening to Advanced/Professional Level Choirs

**Skill development**
- Identify qualities of a music performance and discuss their level of performance through an aesthetic perspective.
- Select and plan music for a performance for the ensemble within instructor generated guidelines.

**Literature**
- 3-6 Musical Selections Level Easy-Intermediate, Unison to 4-part with varied genres
- At least one foreign language
- Sight-reading/sight-singing appropriate to level of ensemble
- Theory/ear-training supplements
- Listening to Advanced/Professional Level Choirs

**Skill development**
- Using student generated ideas, evaluate a performance through technical and aesthetic perspectives.
- Perform student selected music for a performance.

---

**Create/Perform**
- 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
- Anchor Standard #4 Select, Analyze and Interpret artistic work for performance
- Anchor Standard #5 Develop and refine artistic techniques and work for presentation
- Anchor Standards #6 Convey meaning through the presentation of artistic work

**Relate/Respond**
- 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

**Evaluate/Connect**
- 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

---

**Grades 6-8 Anchor Standards – Choral/Vocal Music**