



Choral Music  
Curriculum Guide  
Grade 7-8  
2017-18

# Paramount Unified School District

## **Educational Services**

### Choral Music Grades 7-8 Course Outline and Pacing Guide

#### **Course Description**

This course teaches choral music as one of the performing arts. Students are introduced to music symbols, including pitch, meter, rhythm, expression, dynamics and tempo. Students will learn the basics of performing in a choir with an emphasis on posture, tone quality and voice fundamentals.

#### **Course Goals**

- Understand the basics of producing good vocal sound.
- Develop the ability to sing melodies in unison and or two part/three part.
- Learn note reading, music vocabulary and beginning music theory.
- Participate in a performance using concert etiquette and choral expression.

#### **Choral Music Standards**

##### Artistic Perception

- 1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.
- 1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.
- 1.3 Transcribe simple aural examples into rhythmic notation.
- 1.4 Sight-read simple melodies in the treble clef or bass clef.

##### Creative Expression

- 2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape, and articulation, written and memorized by oneself and in ensembles.
- 2.2 Sing music written in two and three parts.
- 2.4 Compose short pieces in duple and triple, and mixed meters.

##### Historical and Cultural Context

- 3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.
- 3.4 Perform music from diverse genres and cultures.

##### Aesthetic Valuing

- 4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.

##### Connections, Relationships, Applications

- 5.2 Identify and describe how music functions in the media and entertainment industries.
- 5.3 Identify various careers for musicians in the entertainment industry.

#### **Textbook and Materials**

*Experiencing Choral Music* Intermediate 7-9 Treble, McGraw-Hill/Glencoe

*Experiencing Choral Music* Sight-Singing Intermediate 7-9, McGraw-Hill/Glencoe  
*Experiencing Choral Music* Intermediate 7-9 Mixed, McGraw-Hill/Glencoe

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Choral Music Grades 7-8

	Lessons	Performance Objectives	VAPA Standards for Music
<p style="text-align: center;"><b>Weeks 1-3</b></p> <p><u>VOCABULARY</u></p> <p>melody diction legato tone posture interval parallel</p>	<p>Books: <i>Experiencing Choral Music 7-9, and Sight-Singing</i></p> <p>Lesson 1: <i>Red River Dances</i> pp. 2-13</p> <ul style="list-style-type: none"> <li>• Contrasting Styles</li> <li>• Parallel Thirds</li> <li>• Legato</li> <li>• Diction</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Reading Rhythms in 4/4 Meters p.2-6</li> <li>• Reading Rhythms in 2/4 Meter p. 61</li> <li>• More Concepts p. 7- 11</li> </ul> <p><u>Formative Assessments</u> Diction Check-up <i>Master Evaluation 6</i> Rhythm Challenge in 4/4 Meter <i>Skill Builder 27</i></p> <p><u>Summative Assessment</u> <i>Sight-Singing</i> Text Chapter 1 p. 14</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breathing</li> <li>• Tone production</li> <li>• Diction</li> <li>• Legato</li> <li>• Folk sing</li> <li>• Interval</li> <li>• Parallel thirds</li> <li>• 4/4 Meter</li> <li>• 2/4 Meter</li> </ul>	<p><b><u>Artistic Perception</u></b> <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p>1.3 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p><b><u>Historical and Cultural Context</u></b> 3.4 <i>Diversity of Music</i> Perform music from diverse genres and cultures.</p>

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<p><b>Weeks 4-5</b></p> <p><u>VOCABULARY</u></p> <p>syllabic stress  counter melody  dynamics  vowel shapes</p>	<p>Lesson 2: <i>Dona Nobis Pacem</i>  pp. 14-21</p> <ul style="list-style-type: none"> <li>• Correct Syllabic Stress</li> <li>• Counter Melody</li> <li>• Read Rhythmic Pattern Accuracy</li> <li>• Write Rhythmic Pattern Accuracy</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Practice Pitch and Rhythms p. 15-25</li> <li>• Reading Eighth Notes/Rests p. 26-27</li> </ul> <p><u>Formative Assessments</u>  Teacher Master 1  <i>Pronunciation Guide for "Dona Nobis Pacem"</i>  Teacher Master 7  <i>Evaluating Musical Expression</i></p> <p><u>Summative Assessment</u>  <i>Sight-Singing</i> p. 25</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Posture</li> <li>• Breathing</li> <li>• Tone production</li> <li>• Diction</li> <li>• Vowel Shapes</li> <li>• Counter melody</li> <li>• Mass</li> <li>• Syllabic stress</li> <li>• Dynamic Markings (Crescendo, decrescendo)</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef. (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p>

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<p><b>Weeks 6-7</b></p> <p><u>VOCABULARY</u></p> <p>culture  jonglear  refrain  stanza  harmony</p>	<p>Lesson 3: <i>En Roulant Ma Boule</i>  pp. 22-29</p> <ul style="list-style-type: none"> <li>• Storytelling</li> <li>• 6/8 Meter</li> <li>• French-Canadian Culture</li> <li>• 2 part singing</li> <li>• Form</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Reading Eighth Notes pp.28-38</li> <li>• Sight-Singing in F Major pp. 39-41, 76-77, 112-116</li> </ul> <p><u>Formative Assessments</u>  Teacher Master 4  <i>Pronunciation Guide for "En Roulant Ma Boule"</i>  Teacher Master 8  <i>Evaluating Rhythmic Accuracy</i></p> <p><u>Summative Assessment</u>  <i>Sight-Singing Text</i> Chapter 3  p. 38</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Song of a different Culture</li> <li>• Storytelling</li> <li>• Jonglear</li> <li>• Refrain</li> <li>• Stanza</li> <li>• Vowel Shapes</li> <li>• Syllabic stress</li> <li>• Dotted rhythms</li> </ul>	<p><b><i>Artistic Perception</i></b>  <i>Read and Notate Music 1</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.  1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.  1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><i>Creative Expression</i></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).  2.2 Sing music written in two and three parts.</p> <p><b><i>Historical and Cultural Context</i></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p>

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<p><b>Weeks 8-9</b></p> <p><u>VOCABULARY</u></p> <p>compound meter  spiritual  arrangement  expression  compose</p>	<p>Lesson 4: <i>Shine on Me</i>  pp. 30-37</p> <ul style="list-style-type: none"> <li>• Compound meter</li> <li>• Spiritual</li> <li>• 2/3 part singing</li> <li>• Expression</li> <li>• Dynamics</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Pitch and Rhythm pp. 39-56</li> <li>• Sight-Singing in G Major pp. 82-85, 89-90</li> </ul> <p><u>Formative Assessments</u>  Teacher Master 6 <i>composing sight reading in 9/8</i>  Teacher Master 7 <i>Meaning in "Shine on Me"</i></p> <p><u>Summative Assessment</u>  <i>Sight-Singing Text</i>, Chapter 4 p. 56</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Song of a different Culture</li> <li>• 9/8 rhythm pattern</li> <li>• Composing</li> <li>• Arrangement</li> <li>• Expression</li> <li>• Spiritual</li> <li>• Dynamics</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.  1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.  1.3 Transcribe simple aural examples into rhythmic notation.  1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).  2.2 Sing music written in two and three parts.  2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.2 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.  3.3 Perform music from diverse genres and cultures.</p>

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<p><b>Weeks 10-11</b></p> <p><u>VOCABULARY</u></p> <p>ode  major scale  intonation  baroque  form</p>	<p>Lesson 5: <i>Come Ye Sons of Art</i>  pp. 38- 45</p> <ul style="list-style-type: none"> <li>• Historical Periods</li> <li>• Ode</li> <li>• Scale</li> <li>• Major Scale</li> <li>• Dotted eighth and sixteenth notes</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Pitch and Rhythm pp. 57- 75</li> <li>• Sight-Singing in D Major pp. 99-102,</li> <li>• Reading Dotted Notes pp. 45, 48,</li> </ul> <p><u>Formative Assessments</u>  Music and History 6  <i>Characteristics of Baroque Music (1600-1750)</i>  Music and History 7 <i>Henry Purcell,</i>  <i>A Baroque Composer</i></p> <p><u>Summative Assessment</u>  <i>Sight-Singing Text</i>  Chapter 5 p. 74</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• History Period/Baroque</li> <li>• Dotted eighth and sixteenth notes</li> <li>• Expression</li> <li>• Intonation for Octaves</li> <li>• Form</li> <li>• Repeat signs</li> <li>• Endings</li> <li>• Major Scale</li> <li>• Dynamics continued</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.  1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.  1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b></p> <p>2.1 <i>Apply Vocal and Instrumental Skills</i>  Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>3.4 Perform music from diverse genres and cultures.</p>



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<p><b>Weeks 12-13</b></p> <p><u>VOCABULARY</u></p> <p>accidentals            tonality            unison            minor            melodic</p>	<p>Lesson 6: <i>I Heard A Bird Sing</i>            pp. 46- 53</p> <ul style="list-style-type: none"> <li>• Minor Tonality</li> <li>• Accidentals</li> <li>• 3/4 Meter</li> <li>• Melodic Minor Scale</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Reading Rhythms in <math>\frac{3}{4}</math> Meter pp. 17-22</li> <li>• Sight-Singing in E Minor pp. 91-94,</li> <li>• Reading Dotted Notes pp. 45, 48, 49</li> </ul> <p><u>Formative Assessments</u>            Evaluation Master 2,            Analyzing Pitch Accuracy            Skill Builder 9  <i>Conducting in <math>\frac{3}{4}</math> Meter</i></p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Minor Tonality</li> <li>• Accidentals</li> <li>• Unison</li> <li>• Arranging</li> <li>• Form</li> <li>• Counter Melody</li> <li>• Dynamics continued</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.            1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.            1.3 Transcribe simple aural examples into rhythmic notation.            1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles level of difficulty: 2 on a scale of 1-6).            2.2 Sing music written in two and three parts.            2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.3 Identify and describe distinguishing characteristics of musical genres and styles from a variety of cultures.            3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>

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<p><b>Weeks 14-15</b></p> <p><u>VOCABULARY</u></p> <p>phrase staggered imitation imagery aural etiquette</p>	<p>Lesson 8: <i>Winter Wind</i> pp. 62-71</p> <ul style="list-style-type: none"> <li>• imitation</li> <li>• staggered breathing</li> <li>• phrase</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Reading Syncopation pp. 126-129</li> <li>• Sight-Singing in E Major pp. 188-189</li> </ul> <p><u>Formative Assessments</u> Teacher Master 12, <i>The Colors in Winter Wind</i> Evaluation Master 4 <i>Checking Out Phrasing</i></p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Breath marks</li> <li>• Music imagery</li> <li>• Key change aural recognition</li> <li>• Triplets</li> <li>• Concert Etiquette</li> <li>• Shaping Phrases</li> <li>• Dynamics continued</li> </ul>	<p><b><u>Artistic Perception</u></b> <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p><b><u>Historical and Cultural Context</u></b> <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the qualities and effectiveness of musical performances and compositions.</p>

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<p><b>Weeks 16-17</b></p> <p><u>VOCABULARY</u></p> <p>Review chap. 1-5</p>	<p><i>Review and Assess</i></p> <ul style="list-style-type: none"> <li>• Music Vocabulary</li> <li>• Sight-Reading Fundamentals</li> <li>• Choral Music</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Review Chapters 1-5, pp.1-74</li> </ul> <p>Chapter Evaluations</p> <ul style="list-style-type: none"> <li>• Sight-Singing Text (Lessons 1-5)</li> </ul> <p><u>Summative Assessments</u>  <i>(teacher selected assessments)</i></p>	<p>Review for summative assessment.</p> <ul style="list-style-type: none"> <li>• Music Vocabulary chapter 1-5</li> <li>• Sight-reading chapter 1-5</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p>1.3 Transcribe simple aural examples into rhythmic notation.</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p>2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>

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Quarter 3	Lessons	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 18-19</b></p> <p><u>VOCABULARY</u></p> <p>polyphony            canon            renaissance            chant</p>	<p>Lesson 9: Non Nobis Domine            pp. 72-77</p> <ul style="list-style-type: none"> <li>• Renaissance Period</li> <li>• Gregorian Chant</li> <li>• Polyphony</li> <li>• Canon</li> <li>• Legato</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Sight-Singing in D Major            pp. 99-102</li> <li>• Dotted Rhythms p.45,            48, 49</li> <li>• Reading Rhythms in            4/4</li> </ul> <p><i>Pronunciation Guide for            “ Non Nobis Domine”</i></p> <p>Music and History 1,  <i>Characteristics of Renaissance            Music:1430-1600</i></p> <p>Music History 2 <i>William Byrd, a            Renaissance Composer</i></p> <p><u>Formative Assessments</u>            Performance Evaluations p. 76            Teacher Edition</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Latin text</li> <li>• Gregorian Chant</li> <li>• Canon</li> <li>• Legato</li> <li>• Polyphony</li> <li>• Renaissance musical            characteristics</li> <li>• Dotted quarter and Eighth            notes</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal            patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic            notation, in duple, triple, and mixed meters.</p> <p>1.3 Transcribe simple aural examples into rhythmic            notation.</p> <p>1.4 Sight-read simple melodies in the treble clef or            bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing            various genres, styles, and cultures with            expression, technical accuracy, tone quality,            vowel shape and articulation, written and            memorized by oneself and in ensembles (level            of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p>2.4 Compose short pieces in duple and triple, and            mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and            effectiveness of musical performances and            compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the            entertainment industry.</p>

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Quarter 3	Lessons	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 20-21</b></p> <p><u>VOCABULARY</u></p> <p>classical  symphony  articulation  timbre  lyric  art song</p>	<p>Lesson 10: <i>Das Blümchen Wunderhold</i> pp. 78-85</p> <ul style="list-style-type: none"> <li>• Classical Period</li> <li>• lyrics</li> <li>• symphony</li> <li>• art song</li> <li>• articulation</li> </ul> <p><i>Sight-Singing Text</i></p> <ul style="list-style-type: none"> <li>• Sight-Singing in G Major pp. 82-85, 89-90</li> <li>• Reading Rhythms in 2/4 p. 61</li> <li>• Reading Eighth Notes pp. 26-27</li> </ul> <p>Teaching Master 15,  <i>Pronunciation Guide for “Das Blümchen Wunderhold”</i></p> <p>Evaluation Master 4,  <i>Checking Out Phrasing</i>  Skill Builder 30,  <i>Solfège and Hand Signs</i>  Vocal Development 8.  <i>Articulation</i></p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• German text</li> <li>• Artistic expression</li> <li>• Art song</li> <li>• Lyrics</li> <li>• Timbre</li> <li>• Changing voices (male and female)</li> <li>• Classical musical characteristics</li> <li>• Eighth Note singing</li> <li>• Introduction to Beethoven (1770-1827)</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.  1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.  1.3 Transcribe simple aural examples into rhythmic notation  1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).  2.2 Sing music written in two and three parts.  2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>

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	Lessons	Performance Objectives	VAPA Standards for Music
<p><b>Weeks 21-22</b></p> <p><u>VOCABULARY</u></p> <p>romantic  requiem  sustain  jazz</p>	<p>Lesson 11: Pie Jesu  pp. 86-91</p> <ul style="list-style-type: none"> <li>• Romantic period</li> <li>• Requiem</li> <li>• Intonation</li> <li>• phrase</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Sight-Singing in G Major  pp .82-85, 89-90</li> <li>• Reading Rhythms in  4/4 pp. 2-6</li> <li>• Reading Dotted Notes  pp. 45, 48, 49.</li> </ul> <p>Teaching Master 17,  <i>Pronunciation Guide for  “Pie Jesu”</i></p> <p>Music and History 16,  <i>Characteristics of Romantic  Music: 1820-1900</i></p> <p>Music and History 17,  <i>Gabriel Faure,</i>  <u>Formative Assessments</u>  Checkpoints p.89</p>	<p>Introductory Lessons:</p> <p>Students will learn and perform:</p> <ul style="list-style-type: none"> <li>• Phrase Expression</li> <li>• Sustained Style</li> <li>• Intonation</li> <li>• Phrase Shaping</li> <li>• Dynamics</li> <li>• Breath marks</li> <li>• Requiem</li> <li>• Romantic music  characteristics</li> <li>• Intro to Vocal Jazz</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters,</p> <p>1.3 Transcribe simple aural examples into rhythmic notation,</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p>2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b>  3.4 <i>Diversity of Music</i>  Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b>  4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b>  5.3 Identify various careers for musicians in the entertainment industry.</p>

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<p><b>Weeks 23-24</b></p> <p><u>VOCABULARY</u></p> <p>contemporary improvisation mixed meter duet</p>	<p>Lesson 12: <i>Can You Count the Stars?</i> pp. 92-104</p> <ul style="list-style-type: none"> <li>• Contemporary period</li> <li>• Mixed Meter</li> <li>• Skip-wise motion</li> <li>• Duet</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Sight-Singing in G Major pp. 82-85, 89-90</li> <li>• Reading Rhythms in 4/4, pp. 2-6</li> <li>• Reading Dotted Notes pp. 45, 48, 49.</li> </ul> <p>Teaching Master 17, <i>Pronunciation Guide for “Pie Jesu”</i></p> <p>Music and History 16, <i>Characteristics of Romantic Music: 1820-1900</i></p> <p>Music and History 17, <i>Gabriel Faure, a Romantic Composer</i></p> <p><u>Formative Assessments</u> Checkpoints p. 89</p>	<p>Introductory Lessons:</p> <p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Intonation</li> <li>• Mixed meter</li> <li>• Skip-wise motion</li> <li>• Duet</li> <li>• Contemporary music characteristics</li> <li>• Intro to Improvisation</li> </ul>	<p><b><u>Artistic Perception</u></b> <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p>1.3 Transcribe simple aural examples into rhythmic notation.</p> <p>1.4 Sight-read simple melodies in the treble clef or bass clef (level of difficulty: 1 on a scale of 1-6).</p> <p><b><u>Creative Expression</u></b> <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1 Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p>2.4 Compose short pieces in duple and triple, and mixed meters.</p> <p><b><u>Historical and Cultural Context</u></b> <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the entertainment industry.</p>

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<p><b>Weeks 25-27</b></p> <p><u>VOCABULARY</u></p> <p>concert etiquette ensemble</p> <p>Review chap. 1-5</p>	<p>Rehearse Concert Pieces</p> <p>CONCERT</p> <ul style="list-style-type: none"> <li>• Concert pieces</li> <li>• Concert Etiquette</li> <li>• Final Preparations</li> </ul> <p>Review and Assess</p> <ul style="list-style-type: none"> <li>• Fundamentals</li> <li>• Sight-Singing</li> <li>• Music Vocabulary</li> <li>• Vocal Technique</li> <li>• Choral Technique</li> </ul> <p><i>Experiencing Choral Music</i> Text</p> <ul style="list-style-type: none"> <li>• Review Chapter 1-5 p. 1-74</li> <li>• Chapter Evaluations</li> </ul> <p><i>Sight-Singing</i> Text</p> <ul style="list-style-type: none"> <li>• Chapter 1-5</li> </ul>	<p>Students will perform:</p> <ul style="list-style-type: none"> <li>• Demonstrate ability to sing concert pieces from memory</li> <li>• Sing songs in small ensembles</li> <li>• Demonstrate knowledge of concert etiquette through concert performance</li> <li>• Sight-Sing a Do-Mi-So triad within a song or exercise with pitch accuracy</li> <li>• Demonstrate ability to sing concert pieces from memory</li> <li>• Demonstrate rhythm accuracy by reading, writing, speaking, tapping, and sight-singing</li> <li>• Sing songs in small ensembles</li> <li>• Demonstrate knowledge of concert etiquette through concert performance</li> <li>• Students will evaluate individual and group performances using music terminology</li> </ul>	<p><b><u>Artistic Perception</u></b>  <i>Read and Notate Music</i></p> <p>1.1 Read, write, and perform intervals, chordal patterns, and harmonic progressions.</p> <p>1.2 Read, write, and perform rhythmic and melodic notation, in duple, triple, and mixed meters.</p> <p><b><u>Creative Expression</u></b>  <i>Apply Vocal and Instrumental Skills</i></p> <p>2.1. Sing a repertoire of vocal literature representing various genres, styles, and cultures with expression, technical accuracy, tone quality, vowel shape and articulation, written and memorized by oneself and in ensembles (level of difficulty: 2 on a scale of 1-6).</p> <p>2.2 Sing music written in two and three parts.</p> <p><b><u>Historical and Cultural Context</u></b>  <i>Diversity of Music</i></p> <p>3.4 Perform music from diverse genres and cultures.</p> <p><b><u>Aesthetic Valuing</u></b></p> <p>4.1 Use criteria to evaluate the quality and effectiveness of musical performances and compositions.</p> <p><b><u>Connections, Relationships, Applications</u></b></p> <p>5.3 Identify various careers for musicians in the entertainment industry</p>