

Pacing Guide 7th grade Vocal Music-First Semester

Several of these standards are introduced at the beginning of the year and reinforced and enhanced throughout the year.

Choral directors have autonomy to integrate standards into their programmed music organically as needed.

	1 st Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
				Rules and procedures	General resources: Sing at First Sight book MusicTheory.net StagePro app
Week 2:		5	1.0 Singing 5.0 Reading and Notating VM.P1.A Select varied repertoire to study, based on music reading skills and an understanding of the structure, context, and technical skill of the individual or the ensemble. M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of: <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	1.1 Demonstrate expressive and technical accuracy in a large and varied repertoire of vocal literature with a difficulty level of 3 on a scale of 1 to 6, including some songs performed from memory. 1.2 Demonstrate, individually, the fundamentals of correct vocal production. 1.3 Demonstrate diction appropriate to the style of selected literature. 1.4 Demonstrate ensemble skills by singing in small groups. Level 1. Sing alone in tune, with rhythmic accuracy, a short-memorized teacher-selected musical example with a difficulty level of 1 on a scale of 1 to 6. 1.1.2 Sing, alone and with others, with pitch, rhythmic, and dynamic accuracy using age appropriate literature. Perform an expanded varied repertoire from memory.	Introduce/review basic sight-reading exercises in materials used in classroom. Sing at First Sight book Establish/review procedures and routines in classroom. Sing Do Re Mi scale Establish system for performing rhythms

Week 3:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6. . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. <p>Ongoing weekly-</p> <p>6.1 List musical compositions, heard in class, representing a variety of musical styles or genres.</p> <p>6.2 Identify and define symbols in a musical composition and explain how they are used.</p> <p>9.1.1 Examine music of specified historical periods and/or cultures.</p> <p>9.1.2 Describe choral music literature of selected historical periods and/or cultures.</p>	<p>Continue in week 3 and 4.</p> <p>Refer to MusicTheory.net for lessons and games (note trainer, key signatures, etc)</p>
Week 4:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in</p>	<p>5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music</p>	

		<p>ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>with a difficulty level of 3, on a scale of 1 to 6.</p> <p>5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score.</p> <p>5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats.</p>	
Week 5:	4	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>	<p>Begin concert music</p> <p>There will be many elements within the music that can be a lesson.</p> <p>Listening Assignment once every week</p>
Week 6:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. <p>• Level 2. Read and sing an assigned vocal part (both rhythm</p>	

			<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble 	<p>and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <ul style="list-style-type: none"> • 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 7:	5		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. • Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. 	

			<ul style="list-style-type: none"> . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 8:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a 	

			difficulty level of 2.	
Week 9:	5	<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
End of 1 st Quarter		District Quarterly CFA		
Fall Break October 8-12				
2 nd Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes

Week 1:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 2:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. 	

		<ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 3:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a 	

			<p>difficulty level of 2, on a scale of 1 to 6.</p> <p>5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.</p>	
Week 4:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 	<p>1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <p>5.1.2 Interpret, accurately, notation</p>	

				<p>for an assigned vocal part within a choral composition with a difficulty level of 2.</p>	
<p>Week 5:</p>			<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	

Week 6:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 7:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. 	

		<ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of</p>	<ul style="list-style-type: none"> . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
--	--	---	---	--

		<p>music representing diverse cultures, styles, and genres.</p>		
<p>Week 8:</p>		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p> <p>VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and</p>	<p>7.0 Evaluating</p> <ul style="list-style-type: none"> • 7.1 Critique his/her personal contribution to a choral performance using a teacher-provided rubric. 	<p>After the December concert, the students will watch a recording of their performance and complete a self-evaluation scoresheet.</p>

		<p>audience etiquette appropriate for venue and purpose.</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>		
Week 9:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble 		
End of 2 nd Quarter		District Quarterly CFA		
End of 1 st Semester				
Winter Break December 24 – January 4				
Pacing Guide Second Semester				
3rd Quarter	Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1:		VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives	5.1 Read and sing an assigned vocal part (both rhythm and pitch) from	January is like August-review basics. Continue sight-reading books

		<p>that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<p>choral music with a difficulty level of 3, on a scale of 1 to 6.</p> <ul style="list-style-type: none"> . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. 5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats. 	
Week 2:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<ul style="list-style-type: none"> . 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6. . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. . 5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6. 5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats. 	<p>Continue sight reading</p> <p>Introduce melodic dictation</p>
Week 3:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<ul style="list-style-type: none"> . 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6. . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. 5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats. 4.2.2 Compose a melodic vocal warm-up. 	<p>-Continue sight reading</p> <p>-Continue melodic dictation</p> <p>-Introduce melodic composition with specific parameters</p>

Week 4:		<p>VM.Cr1.A. Compose and improvise melodic and rhythmic ideas or motives that reflect characteristics of music or text studied in rehearsal.</p> <p>VM.Cr2.A Select, draft, and develop melodic and rhythmic ideas or motives that demonstrate understanding of characteristics of music or text studied in rehearsal.</p>	<ul style="list-style-type: none"> . 5.1 Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 3, on a scale of 1 to 6. . 5.2 Interpret terms, signs, and musical symbols necessary for performing a choral music score. . 5.3 Sight-read, accurately, music with a difficulty level of 2 or above, on a scale of 1 to 6. 5.4 Notate melodic material (pitch and rhythm) using standard symbols, signs, and formats. 4.2.2 Compose a melodic vocal warm-up. 4.2.3 Compose an age-appropriate vocal warm-up for a specified goal. 	
Week 5:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control,</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. 	Begin concert music

		<p>technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> • 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
<p>Week 6:</p>		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> • 1.2.1 Sing using good posture, breath support, and proper vowel placement. • 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. • Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. • 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a 	<p>Continue concert music</p>

			difficulty level of 2.	
Week 7:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	Continue concert music
Week 8:		M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. 	Continue concert music

		<p>ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 9		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm 	Continue concert music

		<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <p>5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.</p>	
Week 10:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised</p>	<ul style="list-style-type: none"> 1.2.1 Sing using good posture, breath support, and proper vowel placement. 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. <p>Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p>	Continue concert music

			performances of a varied repertoire of music representing diverse cultures, styles, and genres.	. 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.	
End of 3 rd Quarter			District Quarterly CFA		
Spring Break March 11- 15					
4 th Quarter		Instructional Days	TN Standards	Lesson Focus	Additional Notes
Week 1:			<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. <p>. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <ul style="list-style-type: none"> . 5.1.2 Interpret, accurately, notation for an assigned vocal 	Continue concert music

		<p>music representing diverse cultures, styles, and genres.</p> <p>VM.Cn2.A Demonstrate understanding of relationships between music and other disciplines, history, varied contexts, and daily life.</p>	<p>part within a choral composition with a difficulty level of 2.</p>	
<p>Week 2:</p>		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a 	<p>Continue concert music</p>

			difficulty level of 2.	
Week 3:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	Continue concert music
Week 4:		M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. 	Continue concert music

		<p>ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<ul style="list-style-type: none"> . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6. . 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2. 	
Week 5:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation 	<ul style="list-style-type: none"> . 1.2.1 Sing using good posture, breath support, and proper vowel placement. . 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. . Level 2. Read and sing an assigned vocal part (both rhythm 	Continue concert music

		<ul style="list-style-type: none"> • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <p>5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.</p>	
Week 6:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised</p>	<ul style="list-style-type: none"> 1.2.1 Sing using good posture, breath support, and proper vowel placement. 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants. <p>Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p>	Continue concert music

		<p>performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>. 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a difficulty level of 2.</p>	
<p>Week 7:</p>		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.A Demonstrate attention to musical literacy, fundamental control, technical accuracy, and expressive qualities in prepared and/or improvised performances of a varied repertoire of music representing diverse cultures, styles, and genres.</p>	<p>. 1.2.1 Sing using good posture, breath support, and proper vowel placement.</p> <p>. 1.2.2 Sing using good posture, breath support, proper vowel placement, and proper use of consonants.</p> <p>. Level 2. Read and sing an assigned vocal part (both rhythm and pitch) from choral music with a difficulty level of 2, on a scale of 1 to 6.</p> <p>. 5.1.2 Interpret, accurately, notation for an assigned vocal part within a choral composition with a</p>	<p>Continue concert music</p>

			difficulty level of 2.	
Week 8:		<p>M.P2.B Demonstrate fundamental voice control while performing a varied repertoire of music individually and in ensemble setting(s) while making appropriate use of:</p> <ul style="list-style-type: none"> • Posture • Breath management • Tone production with freedom, resonance, control, and energy • Pitch matching, accuracy, and intonation • Balance and blend • Sense of ensemble <p>VM.P3.C Demonstrate performance decorum (such as stage presence, facial expression, memorization, and appropriate artistic delivery) and audience etiquette appropriate for venue and purpose</p> <p>VM.R3.A Describe the influence of experiences, performances, context, and analysis on the artistic process.</p>	<p>7.0 Evaluating</p> <p>7.1 Critique his/her personal contribution to a choral performance using a teacher-provided rubric.</p>	
Week 9:				End of year, post/concert activities Preparing rosters for next year
Week 10:				End of year, post/concert activities
End of 4 th Quarter		District Quarterly CFA		
End of 2 nd Semester				