

| Time Frame | CONTENT | OBSERVABLE PROFICIENCIES | NJCCCS | ASSESSMENT |
|--------------------------|---------------------|---|-----------------|---|
| First 6 Weeks | | | | |
| Timbre/Vocal Development | Technique | Demonstrate breath control, proper sitting and standing postures | 1.2,1.3 | Student performance, teacher observation |
| | | Demonstrate awareness of proper use and care of vocal mechanism | 1.2,1.3 | Student performance, teacher observation |
| | Diction | Understand the purpose of vocal warm-up | 1.2,1.3 | Classroom discussion |
| | | Sing warm-up exercises using the 5 basic vowels “eh, ee, ah, oh, oo” | 1.1,1.2,1.3 | Student performance |
| Rhythm | Meter | Sing a selection in 4/4 meter | 1.2,1.3 | Student performance |
| | | Recognize time signatures of 2/4, 3/4, 4/4, 6/8 | 1.3 | Classroom discussion |
| | Beat | Perform strong beats of 2 and 4 using body percussion | 1.2,1.3 | Student performance, teacher observation |
| | Theory | Demonstrate understanding of musical terms staff, ledger lines, treble clef, bass clef, line and space names, line and space notes, bar line, double bar line, measure, soprano, alto, time signature | 1.2,1.3 | Classroom discussion, student performance, written assessment |
| Melody | Pitch and Direction | Sing tunefully in unison | 1.1,1.2,1.3 | Student performance |
| | Ensemble | Sing independently and in natural voice for placement in section | 1.2,1.3 | Student performance |
| | | Demonstrate ability to work within a group. | 1.3,1.6 | Teacher observation |
| | | Sing with accompaniment | 1.3 | Teacher observation |
| Second 6 Weeks | | | | |
| Timbre/Vocal Development | Diction | Sing with purity of vowels, clarity of consonants (introduction) | 1.1,1.2,1.3 | Student performance |
| | Technique | Demonstrate awareness of space inside mouth to form pitch | 1.1,1.2,.13 | classroom discussion, teacher observation |
| Rhythm | Beat | Perform weak beats of 1 and 3 using body percussion | 1.2,1.3 | Student performance |
| | Duration | Count whole notes, whole rests, half notes, half rests, quarter notes, quarter rests | 1.2,1.3 | Classroom discussion, student performance, written assessment |
| Expression | Language | Read lyrics in a score (Introduction) | 1.2,1.3,.1.5 | Classroom discussion, student performance |
| | Technology | Use proper microphone technique (Introduction) | 1.1,1.4,1.6 | Classroom discussion, student performance |
| Melody | Pitch | Address good intonation | 1.1,1.2,1.3,1.4 | Student performance |
| | Theory | Understand musical terminology such as grand staff, repeat sign | 1.2,1.3 | Classroom discussion, student performance, written assessment |
| Ensemble | Rehearsal | Address problem areas versus whole piece | 1.1,1.2,1.3,1.4 | Classroom discussion, student performance |
| Form | Sections | Demonstrate understanding of verse/refrain, introduction | 1.2,1.3 | Classroom discussion, written assessment |

Course: Choral

MSD Curriculum Map

Grade Level: Grade 6

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| Third 6 Weeks | | | | |
| Timbre/Vocal Development | Technique | Use proper vocal projection (Introduction) | 1.1,1.2,1.3 | Classroom discussion, student performance |
| Rhythm | Meter | Demonstrate understanding of time signature, key signature | 1.2,1.3 | Classroom discussion, written assessment |
| | Movement | Create riser choreography (Define the steady beat by moving to accompanying rhythm) | 1.1,1.2,1.3,1.4,1.5,1.6 | Student performance, teacher observation |
| Expression | Dynamics | Develop singing in <i>p</i> and <i>f</i> | 1.1,1.2,1.3 | Student performance |
| | Articulation | Sing in phrases | 1.1,1.2,1.3 | Student performance |
| | Tempo | Sing selection in a given tempo | 1.2,1.3 | Student performance |
| | Conductor | Demonstrate ability to follow conductor's gestures in 4/4/ time | 1.1,1.2,1.3 | Student performance |
| Melody | Pitch | Locate tonic in a scale | 1.2,1.3 | Classroom discussion |
| | | Sing in melodic direction | | Student performance |
| | | Sing C, F, and Bb scales in appropriate vocal range | | Student performance |
| | Theory | Demonstrate understanding of repeat signs, flats, sharps, naturals and previously learned basic terms. | 1.2,1.3 | Classroom discussion, student performance |
| Harmony | Two-part | Sing tunefully in two-part treble voices | 1.1,1.2,1.3 | Student performance |
| | | Compare textures of different voices | 1.1,1.2 | Classroom discussion |
| Form | Sections | Demonstrate understanding of repeat measure, 1 st and 2nd endings | 1.2,1.3 | Classroom discussion, written assessment |
| | Ensemble | Perform concert solos, duets, trios and other ensembles | 1.2.1.3.1.6 | Student performance, concerts |
| | | Constructively critique their own and other students' performances | 1.4 | Classroom discussion, rubric |
| | | Perform in rehearsals, formal evening concerts, field trips, festivals, community performances | 1.3,1.4,1.6 | Teacher observation, concerts |
| History and Appreciation | Performance Setting | Demonstrate knowledge of performance setting: concert, assemblies, concert dress, concert etiquette and decorum choral riser arrangement, stage setup, vocal balance | 1.1,1.6 | Classroom discussion, teacher observation |
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| Fourth 6 Weeks | | | | |
| Timbre/Vocal Development | Technique | Sing vocal exercises that expand range | 1.2,1.3 | Student performance |
| Rhythm | Duration | Count eighth notes, eighth rests | 1.2,1.3 | Classroom discussion, student performance |
| | Meter | Sing in 3/4 meter | 1.2,1.3 | Student performance |
| | Duration | Demonstrate understanding of fermata | 1.1,1.2,1.3 | Classroom discussion, student performance |
| | Theory | Demonstrate understanding of basic time signatures, dotted half notes | 1.2,1.3 | Classroom discussion, written assessment |
| Expression | Dynamics | Apply crescendo, decrescendo | 1.2,1.3 | Student performance |
| | Tempo | Locate given tempo on metronome | 1.1,1.2,1.3 | Classroom discussion |

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| | Conductor | Demonstrate ability to follow conductor's gestures in 3/4 time | 1.1,1.2,1.3 | Student performance, teacher observation |
| Melody | Pitch | Sing tonic | 1.2,1.3 | Student performance |
| | Theory | Demonstrate understanding of intervals of major and minor seconds | 1.2,1.3 | Classroom discussion, student performance |
| | Ensemble | Sing in a unified sound | 1.1,1.2,1.3 | Student performance |
| History and Appreciation | Repertoire | Demonstrate knowledge of significant composers | 1.3,1.5 | Classroom discussion |
| | | Sing significant compositions from a variety of time periods and cultures | 1.2,1.3,1.5 | Student performance |
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| Fifth 6 Weeks | | | | |
| Expression | Dynamics | Apply <i>mp</i> and <i>mf</i> | 1.1,1.2,1.3 | Student performance |
| Melody | Pitch and Direction | Sing intervals of major 3 rd and perfect 5th | 1.2,1.3 | Student performance |
| | Ensemble | Compare solo to ensemble sound | 1.1,1.4 | Classroom discussion, student performance |
| Harmony | Block Harmony | Sing in two-part (SA) harmony | 1.2,1.3 | Student performance |
| History and Appreciation | Repertoire | Sing partner song | 1.2,1.3,1.6 | Student performance |
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| Sixth 6 Weeks | | | | |
| Timbre/Vocal Development | Technique | Demonstrate proper vocal projection | 1.1,1.2,1.3 | Student performance, teacher observation |
| Rhythm | Movement | Create riser choreography | 1.1,1.2,1.3,1.4,1.5,1.6 | Student performance, teacher observation |
| Expression | Articulation | Sing legato, staccato | 1.1,1.2,1.3 | Student performance |
| | Technology | Demonstrate proper microphone technique | 1.1,1.3,1.4,1.6 | Student performance |
| Melody | Pitch and Direction | Sing intervals on scale steps of 1,3,5 and 8 | 1.2,1.3 | Student performance |
| | | Sing whole and half steps | 1.2,1.3 | Student performance |
| | Ensemble/Audition | Sing independently within an ensemble for concert solo, duets, trios, and other small group ensembles | 1.2,1.3,1.6 | Concerts, student performance |
| | | Constructively critique their own and other students' performances using audio/video resources | 1.4 | Classroom discussion, rubric |
| | | Perform at rehearsals, formal evening concerts, field trips, festivals, community performances | 1.3,1.4,1.6 | Teach observation, concerts |
| Form | Sections | Demonstrate knowledge of coda, DC al fine, and DS al fine | 1.2,1.3 | Student performance, written assessment |
| History and Appreciation | Repertoire | Sing Alma Mater | 1.3,1.5 | Student performance |
| Career Education | Musical Career Exploration | Introduce careers in music | 1.3,1.5,1.6 | Classroom discussion |
| | | Demonstrate knowledge of the relationship of careers in music to other fine/performing arts | 1.3,1.5,1.6 | Classroom discussion |

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