

INSTRUCTIONAL AREA	CONTENT	OBSERVABLE PROFICIENCIES	NJCCCS	ASSESSMENT	
<b>First 6 Weeks</b>					
Timbre/Vocal Development	Technique	Male students will demonstrate ability to sing through Cambiata to Primary Tenor and Primary Baritone voices	1.2,1.3	Student performance	
		Demonstrate improved phonation	1.1,1.2,1.3	Student performance	
		Sing vocal exercises that expand range	1.1,1.2,1.3	Student performance	
Rhythm	Diction	Develop purity of vowels and clarity of consonants	1.2,1.3	Student performance	
	Meter	Count and sing in 2/4 meter	1.2,1.3	Student performance	
	Pattern	Count and sing eighth-quarter-eighth syncopation, dotted quarter-eighth, and eighth-dotted quarter patterns	1.2,1.3	Classroom discussion, student performance	
Expression	Beat	Count in 2/4 meter	1.2,1.3	Classroom discussion, student performance	
		Demonstrate understanding of pickup notes and incomplete measures	1.2,1.3	Classroom discussion, student performance	
		Apply moderato, andante	1.1,1.2,1.3	Student performance	
Melody	Language	Develop ability to read lyrics in score	1.2,1.3	Student performance	
	Ensemble	Sing independently in natural voice for section placement	1.3,1.6	Student performance	
	Pitch	Sing pitches in bass clef	1.2,1.3	Student performance	
<b>Second 6 Weeks</b>					
Expression	Beat	Count and sing dotted half notes	1.2,1.3	Student performance, written assessment	
		Sing in Spanish	1.1,1.2,1.3,1.5	Classroom discussion, student performance	
		Interpret texts	1.1,1.2,1.3,1.5	Classroom discussion	
Melody	Phrasing	Sight read simple four measure phrase	1.1,1.2,1.3	Student performance	
	Conductor	Demonstrate ability to follow a conductor's gesture in 2/4 meter	1.1,1.2,1.3	Student performance, teacher observation	
	Pitch and Direction	Sing independently	1.2,1.3	Student performance	
Harmony	Ensemble	Sing in a more unified sound	1.1,1.2,1.3,1.6	Student performance	
		Block Harmony	Sing tunefully in three-part treble voices (SSA)	1.2,1.3	Student observation
		Chord Building	Locate and sing the common tone	1.2,1.3, 1.4	Classroom discussion, student performance
Timbre/Vocal Development	Technique	Sing a Capella	1.2,1.3	Student performance	
		Adjust vocal mechanism to achieve balance and blend.	1.1,1.2,1.3	Classroom discussion, student performance	
		Develop proper vocal projection	1.1,1.2,1.3	Student performance	
Rhythm	Duration	Apply fermata	1.2,1.3	Student performance	
<b>Third 6 Weeks</b>					

**Course: Choral**

**MSD Curriculum Map**

**Grade Level: Grade 7**

	Movement	Create riser choreography (use movement to enhance style)	1.1,1.2,1.3,1.4,1.5,1.6	Student performance, teacher observation
Expression	Dynamics	Apply marking of <i>p</i> and <i>f</i>	1.1,1.2,1.3	Student performance
	Articulation	Sing in phrases, making connection of lyrical content	1.1,1.2,1.3	Student performance
	Tempo	Sing selection in changing tempos	1.2,1.3	Student performance
Melody	Pitch	Address intonation	1.2,1.3	Classroom discussion, student performance
Harmony	Intervals	Sing minor 3rds and triads	1.2,1.3	Student performance
	Ensemble	Perform concert solos, duets, trios and other ensembles	1.2.1.3.1.6	Concerts, student performance
		Constructively critique their own and other students' performances	1.4	Classroom discussion, rubrics
		Perform in rehearsals, formal evening concerts, field trips, festivals, community performances	1.3,1.6	Teacher observation, concerts
		Develop proper microphone technique	1.3,1.6	Student performance, teacher observation
History and Appreciation	Repertoire	Sing folk songs, rounds	1.2,1.3,1.5	Teacher observation
<b>Fourth 6 Weeks</b>				
Rhythm	Duration	Count and sing triplets	1.2,1.3	Classroom discussion, student performance
	Tempo	Apply accelerando, ritardando	1.1,1.2,1.3	Student performance
		Apply <i>pp</i> (pianissimo) and <i>ff</i> (fortissimo) within a larger piece of music	1.1,1.2,1.3	Student performance
Melody	Pitch	Sight sing intervals in repeats and skips	1.2,1.3	Student performance
Form	Repertoire	Sing excerpts from Broadway musicals	1.2,1.3,1.5	Student performance, teacher observation
		Recognize overture and finale	1.2,1.3,1.5	Classroom discussion
<b>Fifth 6 Weeks</b>				
<b>Rhythm</b>	Meter	Count and sing in 6/8 meter	1.2,1.3	Student performance, written assessment
	Duration	Count and sing sixteenth notes and sixteenth rests	1.2,1.3	Student performance, written assessment
	Duration	Count and sing dotted quarter notes	1.2,1.3	Student performance, written assessment
Expression	Language	Sing in a foreign language (German)	1.1,1.2,1.3,1.5	Classroom discussion, student performance
Melody	Pitch and Direction	Sing call and response	1.1,1.2,1.3	Student performance
		Sing major scales of D and Eb major in appropriate vocal range	1.2,1.3	Student performance
History and Appreciation	Repertoire	Sing patriotic music	1.2,1.3,1.5	Student performance, teacher observation

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<b>Sixth 6 Weeks</b>				
Rhythm	Movement	Create riser choreography	1.1,1.2,1.3,1.4,1.5,1.6	Student performance, teacher observation
Melody	Technology	Continue to develop proper microphone technique	1.2,1.3, 1.4,1.6	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 understanding of introduction, coda DC al fine and DS al fine	1.2,1.3	Student performance, written assessment
Career Education	Musical Career Exploration	Introduce careers in musical theatre music	1.3,1.5,1.6	Classroom discussion