

St. Lucie County Scope & Sequence

Choral Music Grades 6 - 12



Version 1

June 2007

The Sunshine State Standards (SSS), approved in 1996, provide expectations for student achievement in Florida. The SSS are written in subject areas and divided into four separate grade clusters. Benchmarks are written for each grade cluster to define the specific content for each standard. As Florida has moved toward greater accountability for student learning and achievement, these benchmarks are the basis for state assessments: Florida Comprehensive Assessment Test (FCAT) and Norm Reference Test (NRT).

St. Lucie County (SLC) has developed a tool that links the SSS to our local curriculum. This tool is the SLC Scope and Sequence, the content and substance of the district curriculum. It supports students' efforts to master the Benchmarks tested on the FCAT and NRT.

The SLC Scope & Sequence is divided into elementary, middle, and high school levels. Within each level, it is subdivided into subject areas: Math, Reading/Language Arts, Science, and Social Studies according to grade levels and nine week periods. The document contains Essential Questions that organize the content and skills for student learning. The Scope and Sequence supports the District's belief that

“Every child can learn and each child can learn more than he or she is now learning.”

The implementation of the Scope & Sequence provides equity of access to quality curriculum content for all students and is intended to prevent gaps in students' learning due to student mobility. The SLC Scope & Sequence can be found at <http://www.stlucie.k12.fl.us/slcsbnet/index.aspx>

The SLC Scope & Sequence is the basis for the St. Lucie Standardized Benchmark Assessment System and determines what benchmarks should be learned and will be tested each nine weeks.

St. Lucie Standardized Benchmark Assessment System

These tests are designed to monitor the progress of students' mastery of the tested Benchmarks on the FCAT in reading, math, and science as aligned to the SLC Scope & Sequence in these subject areas. The Benchmark tests are given throughout the year to students in grades 3-10 in reading and math and grades 3-11 in science. The data from the performance of students on these tests will be used by teachers to guide instruction and assist administrators in monitoring the growth in student's learning within classrooms, grade levels, and school sites.

Content of the SLC Scope & Sequence Document

Format:

- divided into each nine week period;
- lists the content and skills for the subject area and grade level, along with suggested resource materials;
- lists the coordinating SSS Benchmark
- indicates Introduce (I), Reinforce (R), Master (M) levels

Essential Questions:

- aligned to the SSS benchmarks;
- organize the content & skills for each nine week period;
- determine what is critical to learn

Working on the Work (WOW) Connections

A St. Lucie County district initiative, WOW is a framework for designing lessons to engage more of the students more of the time. WOW lessons are built on 10 design qualities. One of these design qualities, Content and Substance, identifies the essential knowledge and skills that students must master. The St. Lucie County Scope and Sequence is the content and substance of the district's curriculum.



*The CORE business of St.
Lucie County Schools is to
create challenging, engaging
and satisfying work for every
student, every day.*

The SLC Scope & Sequence was developed by the Curriculum Specialists, Teaching and Learning & Title I Department, with teams of St. Lucie County teachers.

Subject Area: 6th-12th Choral Music

Content & Substance			Organization of Knowledge	Sunshine State Standards Addressed and Mastery Level Indicator	Clear & Compelling Standards
What students will know and be able to do			Recommended Lessons with Supporting Resources		Assessment
Essential Questions	Content	Skills			
1st 9 weeks					
<u>Music Reading/Vocabulary</u>					
What elements comprise effective music reading?	Vocabulary and notation	<ol style="list-style-type: none"> 1. Recognize, define, and apply the lines and spaces on the treble and bass staves. 2. Recognize, define, and apply the meanings of time signatures and tempo markings. 3. Recognize, define, and apply whole, half, quarter, eighth, and sixteenth notes and rests. 4. Recognize, define, and apply dynamic markings: pianissimo through fortissimo (pp-ff). 	Florida Vocal Association All-State Musicianship Examination www.fva.net www.flmusiced.org www.menc.org Teacher selected.	MU.A.3.3 MU.A.3.4 MU.A.1.3 MU.A.1.4 MU.A.2.3 MU.A.2.4	Written Teacher Created Tests Oral and Aural Performance
<u>Vocal Technique</u>					
What is the foundation of proper choral singing?	Posture, breathing, tone production, vocalizes, vowels, consonants, diphthongs, and vocal health	<ol style="list-style-type: none"> 1. Recognize, define, and apply correct singing posture. 2. Recognize, define, and apply correct breathing techniques. 3. Recognize, define, and apply a variety of effective vocalizes. 	Florida Vocal Association All-State Musicianship Examination www.fva.net www.flmusiced.org www.menc.org Teacher selected.	MU.A.1.3 MU.A.1.4 MU.E.1.3 MU.E.1.4 Related subjects: SC.H.1.3 SC.H.1.4 LA.C.3.4 LA.C.3.3	Written Teacher Created Tests Oral and Aural Performance

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1st 9 weeks					
<p><u>Sight Reading</u></p> <p>What is the foundation for sight reading?</p>	Rhythm, pitch, key signatures, scales, intervals, and triads	<p>4. Recognize, define, and apply the proper basic vocal tone.</p> <p>5. Recognize, define, and apply the formation and importance of uniform vowels and diphthongs.</p> <p>6. Recognize, define, and apply the execution of consonants (voiced and unvoiced).</p> <p>7. Recognize, define, and apply the value of vocal health.</p> <p>1. Recognize, define, apply and sing simple and dotted rhythm patterns.</p> <p>2. Recognize, define, apply and sing stepwise (diatonic) pitches.</p> <p>3. Recognize, define, apply and sing major scales and intervals.</p> <p>4. Recognize, define, apply and sing triads melodically and harmonically.</p>	<p>Florida Vocal Association All-State Musicianship and Sight Reading Examination</p> <p>www.fva.net www.flmusiced.org www.menc.org</p> <p>Teacher selected.</p>	<p>SC.F.1.4</p> <p>MU.A.3.3 MU.A.3.4 MU.A.1.3 MU.A.1.4 MU.A.2.3 MU.A.2.4</p> <p>Related subjects: MA.A.1.3 MA.A.1.4 MA.A.2.3 MA.A.2.4 LA.C.1.4 LA.C.1.3</p>	<p>Written Teacher Created Tests</p> <p>Oral and Aural Performance</p>

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<p align="center">Content & Substance</p> <p align="center">What students will know and be able to do</p>			<p align="center">Organization of Knowledge</p> <p align="center">Recommended Lessons with Supporting Resources</p>	<p align="center">Sunshine State Standards Addressed and Mastery Level Indicator</p>	<p align="center">Clear & Compelling Standards</p> <p align="center">Assessment</p>
<p>Essential Questions</p>	<p>Content</p>	<p>Skills</p>			
<p>1st 9 weeks</p>					
<p><u>Choral Performance</u></p> <p>What are the introductory principles of choral performance?</p>	<p>Tone quality, technical preparation, and musical effect.</p>	<p>1. Recognize, define, apply and sing unison, canons, rounds, and part singing.</p> <p>2. Recognize, define, apply and demonstrate proper tone quality through resonance, focus and placement, breath support, vowels, consonants, beauty and freedom, register adjustment, control, and blend.</p> <p>3. Recognize, define, and apply essential technique: intonation, pitch, rhythmic precision, balance, dynamics, textures, and ranges</p> <p>4. Recognize, define, apply and sing proper tempo, phrasing, dynamics, style, articulations, dramatic effect, expression, interpretation, and response to conductor.</p>	<p>Florida Vocal Association Choral Performance Criteria Reference Rubric</p> <p>www.fva.net www.flmusiced.org www.menc.org</p> <p>Teacher Selected</p>	<p>MU.A.2.3 MU.A.2.4 MU.A.1.3 MU.A.1.4 MU.A.3.3 MU.A.3.4 MU.D.1.3 MU.D.1.4</p> <p>Related subjects: SC.H.1.3 SC.H.1.4 LA.C.1.4 LA.C.1.3 LA.D.2.4 LA.D.2.3 LA.C.3.4 LA.C.3.3 DA.A.2.3 DA.A.2.4 DA.A.1.3 DA.A.1.4</p>	<p>Written Teacher Created Tests Oral and Aural Performance</p>
<p><u>History, Culture, and Life Application</u></p> <p>What are the historical contexts of Renaissance and Early Music?</p>	<p>Composers, styles, vocal genres, interdisciplinary aspects</p>	<p>1. Research and describe the historical context of Renaissance and Early Music.</p>	<p>www.fva.net www.flmusiced.org www.menc.org</p>	<p>MU.C.1.3 MU.C.1.4 MU.D.1.3</p>	<p>Written Teacher Created Tests</p>

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Essential Questions	Content	Skills			
1 st 9 weeks					
		2. Research and describe the cultural context of the current culture. 3. Research and discuss similar concepts among the arts found in Renaissance and Early Music.	Teacher selected.	MU.D.1.4 MU.E.1.3 MU.E.1.4 MU.E.2.3 MU.E.2.4 Related subjects: VA.C.1.4 VA.C.1.3 VA.E.1.4 VA.E.1.3 SS.A.2.3 SS.A.2.4 DA.C.1.3 DA.C.1.4 DA.E.2.3 DA.E.2.4 SC.H.3.3 SC.H.3.4	Oral and Aural Performance