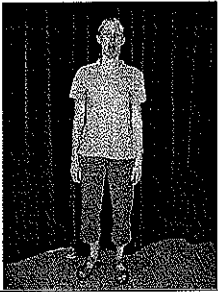


SCHOOL DISTRICT OF FORT ATKINSON
FORT ATKINSON, WISCONSIN
Performance Standard A: SINGING
6-8th Grade Choir
Content Standard

Students attending Fort Atkinson Middle School will sing, alone and with others, a varied repertoire of music.

<p style="text-align: center;">Standards By the end of grade 8, the students will:</p>	<p style="text-align: center;">Skills and Concepts The students will:</p>	<p style="text-align: center;">Examples</p>
<p>A.6-8.5 Sing accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles.</p>	<ul style="list-style-type: none"> • Recognize and perform proper vocal posture • Develop breath support and an awareness of the diaphragm as it relates to vocal production. 	<p>Stand tall with arms to your side. Shoulders relaxed and sternum raised. Feet shoulder width apart.</p> 
<p>A.6-8.6 Sing expressively and with technical accuracy a varied repertoire of vocal literature, with a level of difficulty of three on a scale of one to six,* including some songs performed from memory.</p>	<ul style="list-style-type: none"> • Recognize musicality: diction, phrasing, dynamics, pitch, and articulation • Study Rhythm: • Study Solfege Intervals: Major and Minor Scales, So-Mi, So-Mi-La, So-Mi-Do, So-La, 	<p>Diction: Understand the difference between vowel placement, hard consonant, soft consonant Dynamics: Piano, Forte, mezzo piano, etc.</p>
<p>A.6-8.7 Sing music written in two, three, and four parts.</p>	<ul style="list-style-type: none"> • Study balance • Recognize individuals melody or harmony • Study blend • Sing dependant and independent two and three part music 	<p>Record the choir and have them analyze the balance. Ex: Are the sopranos overpowering the altos? Ask questions such as: Who has melody at measure 44?</p>
<p>A.6-8.8 Sing music representing diverse genres and cultures, with expression appropriate for the music.</p>	<ul style="list-style-type: none"> • Study language/interpretation and history of culture • Study diction • Understand the purpose and importance of movement in relation to the culture 	<p>Use IPA (International Phonetic Alphabet) *see IPA manual Locate the country or region on the world map Play an example</p>

Performance Standard B: INSTRUMENTAL
6-8th Grade Choir
Content Standard

Students attending Fort Atkinson Middle School will play, alone and with others, a varied repertoire of music on instruments.

<p align="center">Standards</p> <p>By the end of grade 8, the students will:</p>	<p align="center">Skills and Concepts</p> <p>The students will:</p>	<p align="center">Examples</p>
<p>B.6-8.5 Play accurately and independently on a classroom instrument, alone and in small and large ensembles</p>	<ul style="list-style-type: none"> • Be aware of proper technique when using instruments. 	<p>Using claves hold one cupped on top of your knuckles while holding the other firmly in hand while striking.</p>
<p>B.6-8.6 Play music representing diverse genres and cultures, with expression appropriate for the music</p>	<ul style="list-style-type: none"> • Recognize and perform the following dynamics (<i>pianissimo</i>, <i>piano</i>, <i>mezzopiano</i>, <i>mezzoforte</i>, <i>forte</i>, <i>fortissimo</i>, <i>crescendo</i>, <i>decrescendo</i>, and <i>sforzando</i>). • Recognize and perform the following time signatures: 2/4, 3/4, 4/4, Alle Breve (2/2), 6/8, 3/8, 9/8, 12/8. • Recognize and perform using the correct style for the genre. 	<p>When using African drums as accompaniment, students use proper palm technique while playing. Open palm and using the heel of the palm to strike the drum head.</p>
<p>B.6-8.7 Play accompaniments on an instrument.</p>	<ul style="list-style-type: none"> • Recognize the melody. • Recognize proper playing technique. • Recognize and perform the steady beat. • Recognize and perform the steady beat. • Utilizing students studying instrumental music 	<p><i>San sa kroma</i> – traditional African folk song. Shakere, claves, djembe.</p>

Music Creativity C: IMPROVISATION

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will improvise music

Standards	Skills and Concepts	Examples
<p>By the end of grade 8, the students will:</p> <p>C.6-8.4 Improvise harmonic accompaniments.</p>	<p>The students will:</p> <ul style="list-style-type: none"> • Recognize and perform a steady beat. • Recognize time signatures: 2/4, 3/4, 4/4, 6/8, etc. • Aural recognition. 	<p>Student feels strong and weak beats within a measure. In 4/4, the strong pulse is on beat 1 followed by beat 3, then 4, then 2. Using a western methodology.</p> <p>By feeling correct pulse students incorporate their own rhythms.</p>
<p>C.6-8.5 Improvise simple rhythmic variations and simple melodic embellishments on given pentatonic melodies and melodies in major keys.</p>	<ul style="list-style-type: none"> • Ear training • Major/minor scale recognition 	<p>Blues scale Scatting gospel</p>
<p>C.6-8.6 Improvise short melodies, unaccompanied and over given rhythmic accompaniments, each in a consistent style, meter, and tonality.</p>	<ul style="list-style-type: none"> • Utilize aural recognition 	<p>Students study on sol-mi-la, mix these pitches to create their own melodies with a rhythmic accompaniment. Students would perform the melody.</p>

Music Creativity D: COMPOSITION

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will compose and arrange music


Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
D.6-8.4 Compose short pieces within specified guidelines, demonstrating the use of the elements of music.	<ul style="list-style-type: none"> • Ear training • Recognize solfege • Recognize harmony, melody, rhythm, timbre, and musical growth • Recognize vocal tessitura 	Students study on sol-mi-la, mix these pitches to create their own melodies with a rhythmic accompaniment. Students notate using staff.
D.6-8.5 Arrange simple pieces for voices and instruments other than those for which the pieces were written	<ul style="list-style-type: none"> • Ear training • Recognize solfege • Recognize harmony, melody, rhythm, timbre, and musical growth • Recognize vocal tessitura 	Use a familiar warm-up or melody as the base for a SAB arrangement.
D. 6-8.6 Use traditional or nontraditional notation to represent compositions or arrangements.	<ul style="list-style-type: none"> • Follow predetermined guidelines and preset techniques to compose pieces of music. 	Perform music utilizing MIDI lab and software
D. 6-8.7 Use a variety of sound sources and electronic media when composing and arranging.	<ul style="list-style-type: none"> • Utilize computer software to compose, edit, print, and perform music. 	Perform music utilizing MIDI lab and software: Finale, Garage Band

Music Literacy E: READING and NOTATING

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will read and notate music

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
<p>E.6-8.5 Read notation sufficiently to perform simple melodies or rhythms accurately after practice.</p>	<ul style="list-style-type: none"> Perform selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, dotted 8th notes, corresponding rests, and 16th notes, 8th/16th note combinations, 8th note triplets, quarter note triplets, and ties. Use solfege to read melodies. 	<p>Selected concert and performance materials used in class or as extra curricular materials</p>
<p>E. 6-8.6 Use a system (syllables, numbers, or letters) to sight-read melodies in both the treble and bass clefs, accurately and expressively, with a level of difficulty of two on a scale of one to six.</p>	<ul style="list-style-type: none"> Perform selections using solfege notation Sight read, with rhythmic and pitch accuracy, grade level appropriate material 	<p>Take a difficult phrase from a song the students are studying as the warm-up. Write the phrase on the board and have the students sing the example using solfege.</p> <p>Utilize a sightreading manual that is aligned between middle school and high school.</p>
<p>E.6-8.7 Identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</p>	<ul style="list-style-type: none"> Recognize and perform the following terms and symbols <ul style="list-style-type: none"> Pitch <ul style="list-style-type: none"> Treble Clef • Bass Clef • Ledger Line Music Alphabet (A-G) • Flat (b) • Sharp (#) Natural • Intervals Articulation <ul style="list-style-type: none"> Accent • Slur • Staccato • Legato • Marcato • Ledger line Rhythm and Tempo <ul style="list-style-type: none"> Whole • half • quarter • eighth notes dotted 8th notes • and corresponding rests • 16th notes • 8th/16th note combinations 8th note triplets • quarter note triplets, 16th note triplets (percussion only) • Ties • Fermata • Largo • Allegretto • Andante • Moderato • Allegro • Presto • Vivace Accelerando • Ritardando • Rallentando a tempo Dynamics <ul style="list-style-type: none"> pianissimo • piano • mezzopiano • mezzoforte • forte fortissimo • sfzorzando • crescendo • decrescendo Other Standard Notation <ul style="list-style-type: none"> Measures • Bar Lines • Double Bar Lines • Breath Mark • Repeat Sign • 1st and 2nd Ending • D.C. al Fine/Coda • D.S. al Fine/Coda 	

E.6-8.8 Use Standard notation to record musical ideas.	<ul style="list-style-type: none">• Notate music accurately when implementing Standard D (composition)	Self Explanatory
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Music Response F: ANALYSIS

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will analyze and describe music

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
F.6-8.4 Identify and discuss commonly used musical forms.	<ul style="list-style-type: none">• Identify and or describe musical events and their function to the piece of music.• AB (Binary), ABA (ternary), rondo, theme and variations, and fugue.	Analyze three contrasting choral Examples. Ask students to identify the musical Form.
F.6-8.5 Listen to and describe specific music events in a given example, using appropriate terminology.	<ul style="list-style-type: none">• Identify and or describe musical events and their function to the piece of music	Dynamics, tempo, key signature, form, phrasing.
F.6-8.6 Analyze and describe uses of the elements of music in a given work that make it unique, interesting, and expressive.	<ul style="list-style-type: none">• Demonstrate knowledge of musical elements and concepts through verbal feedback.• Recognizes elements within music of diverse genres and cultures. Including elements heard in folk, popular, and non-Western music.	Transitional materials are utilized to change style, key etc...

Music Response G: EVALUATION

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will evaluate music and music performances.



Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
<p>G.6-8.3 apply and refine specific criteria for making informed, critical evaluations of the quality and effectiveness of performances, compositions, arrangements, and improvisations and apply the criteria in their participation in music.</p>	<ul style="list-style-type: none"> • Utilize the WSMA performance evaluation form as a guideline, criteria for evaluating performance of self, others, and recordings. • Demonstrate, through discussion and written work as they develop criteria, an understanding of music. • Demonstrate constructive measures when evaluating performance of self, others, and recordings. 	<small>QuickTime™ and a None decompressor are needed to see this picture.</small>
<p>G.6-8.3.1 Evaluate a performance, composition, arrangement, or improvisation by comparing it to similar or exemplary models.</p>	<ul style="list-style-type: none"> • Evaluate, through a comparison with exemplary models (recordings and/or instructor modeling), ensemble and individual performance using: written critique, class discussion, observation, modeling, and constructive criticism. 	<p>Use journaling to evaluate a performance</p>

Music Connections H: THE ARTS

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will relate music to the other arts and disciplines outside the arts.

Standards By the end of grade 8, the students will:	Skills and Concepts The students will:	Examples
<p>H.6-8.4 Compare how the characteristic materials of two or more arts can be used to transform similar events, scenes, emotions, or ideas into works of art</p>	<ul style="list-style-type: none"> Describe characteristics through use of varied languages, art, and other media. Knowledge of non-traditional languages (i.e. French, german, Italian) IPA 	 <p>Impressionism art and music Debussy: <i>Prelude to an Afternoon of a Faun</i></p>
<p>H6-8.5 Describe ways in which the principles and subject matter of other school disciplines interrelate with those of music.</p>	<ul style="list-style-type: none"> Participate in middle school interdisciplinary unit. Historical knowledge of composers, styles, rhythms Knowledge of scientific pedagogy. 	 <p>All aspects of producing a musical theatre performance from stage to pit orchestra to lighting</p>
<p>H.6-8.6 Compare the terminology and contrasting definitions of various elements in each of two or more arts</p>	<ul style="list-style-type: none"> Understanding historical correlation between the arts and choral music. 	<p>Handel's "<i>Messiah</i>": any art work that is related to the life of Christ.</p>

Music Connections I: HISTORY AND CULTURE

6-8th Grade Choir

Content Standard

Students attending Fort Atkinson Middle School will relate music to history and culture.

Standards	Skills and Concepts	Examples
<p>By the end of grade 8, the students will:</p> <p>I.6-8.4 Describe distinguishing characteristics of representative music genres and styles from a variety of cultures.</p>	<p>The students will:</p> <ul style="list-style-type: none"> • Discuss, as performance literature dictates, style characteristics of specific cultures and periods. • Demonstrate understanding of the musical characteristics from historical periods. 	<p>Identify and explain styles and periods such as classical, romantic, impressionism, pop, jazz and sub captions</p>
<p>I.6-8.5 Compare and classify exemplary musical works by genre, style, historical period, composer, and title.</p>	<ul style="list-style-type: none"> • Understanding genre, style, historical significance, composers and titles of songs. 	<p>Establish a concert program that includes music from each style period (i.e. renaissance, baroque, classical, romantic, contemporary, folk, pop styles).</p>
<p>I.6-8.6 Compare, in several cultures of the world, the functions music serves, roles of musicians, and conditions under which music is typically created and performed.</p>	<ul style="list-style-type: none"> • Demonstrate knowledge of musicians and their roles through written and verbal feedback. 	<p>Music as a vocation: performer, producer, technician, sales, technology etc...</p>

School District of Fort Atkinson: Fort Atkinson, Wisconsin

Unit- 6th grade: Vocal Music

Mastery Concept: Chorus	Time Frame	Essential Understandings The students should know through choral literature:	Process Skills The students should be able to:
<ul style="list-style-type: none"> ◆ Basic 	<p>1st Semester</p> <p>Winter Concert</p>	<ul style="list-style-type: none"> ◆ Sound-dropped jaw promoting open sound, posture, aware of breathing process. ◆ Harmony-introduction to 2-part singing ◆ Melody-recognizing melodic line ◆ Rhythm-performing selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, corresponding rests. Simple and double meters. ◆ Growth-recognize basic score notation (<i>p</i>, <i>mp</i>, <i>mf</i>, <i>f</i>, <i>ff</i>, repeats, codas, crescendo, decrescendo, ritard) 	<ul style="list-style-type: none"> ◆ Demonstrate good posture ◆ Demonstrate dropped jaw (yawn space) ◆ Demonstrate awareness of the choral breathing process ◆ Singing 2-part choral music. ◆ Perform individually or in small groups, rhythms as listed. ◆ Perform 2-part choral music with basic score notations as listed.
<ul style="list-style-type: none"> ◆ Advanced 	<p>2nd Semester</p> <p>Festival of Choirs</p> <p>Spring Concert</p>	<ul style="list-style-type: none"> ◆ Sound-developing full tone with correct vowel placement, further developing breathing process, intonation ◆ Harmony-mastery of 2-part singing ◆ Further growth and understanding of simple rhythms ◆ Growth-Further recognition of score notation 	<ul style="list-style-type: none"> ◆ Demonstrate correct singing technique appropriate to individual ◆ Demonstrate mastery of 2-part singing by performing as an individual or ensemble ◆ Perform with a steady beat ◆ Read, sing, clap, and notate whole, half, quarter, eighth, dotted notes and corresponding rests

School District of Fort Atkinson: Fort Atkinson, Wisconsin

Unit- 7th grade: Vocal Music

Mastery Concept: Chorus	Time Frame	Essential Understandings The students should know through choral literature:	Process Skills The students should be able to:
<ul style="list-style-type: none"> ◆ Basic 	<p>1st Semester</p> <p>Fall Concert</p> <p>Winter Concert</p>	<ul style="list-style-type: none"> ◆ Sound-dropped jaw promoting open sound, correct vowel placement, posture, aware of breathing process ◆ Harmony-introduction to 3-part singing ◆ Melody-recognizing melodic line ◆ Note names-treble and bass clef ◆ Rhythm-performing selections involving whole, half, dotted half, quarter, dotted quarter, 8th notes, corresponding rests. ◆ Growth-recognize basic score notation (<i>expressive markings, tempos, breath marks, rhythms</i>) ◆ Solfege-scale and intervals ◆ Correct Concert Etiquette 	<ul style="list-style-type: none"> ◆ Display good posture ◆ Demonstrate dropped jaw (yawn space) ◆ Exhibit awareness of the choral breathing process ◆ Demonstrate correct vowel placement (<i>ah, ee, oh, oo</i>) ◆ Sing individual line within 3-part choral music ◆ Perform with basic dynamics (<i>p pp, mf, ff, <, ></i>) ◆ Perform individually or in small groups, rhythms as listed ◆ Dictate basic rhythms and numbering (<i>quarter, whole, half, 8th notes, quarter rest</i>) ◆ Sing scale on solfege syllables (<i>2nd, 3rd, 5th, octave</i>)

Unit Mapping

<p>◆ Advanced</p>	<p>2nd Semester</p> <p>Festival of Choirs</p> <p>Solo and Ensemble</p> <p>Spring Concert</p>	<ul style="list-style-type: none"> ◆ Developing full tone with correct vowel placement, consonants, breathing process, intonation, blend ◆ Mastery of 3-part singing ◆ Further growth and understanding of listed rhythms ◆ Recognize simple and compound time signatures ◆ Further recognition of score notation 	<ul style="list-style-type: none"> ◆ Demonstrate correct singing technique appropriate to individual ◆ Sing in tune ◆ Perform with correct blend and balance between sections ◆ Demonstrate a further knowledge of vowel placement and consonant articulation (<i>ah, ee, eh, oo, oh,</i> ◆ Demonstrate mastery of 3-part music by performing as an individual or ensemble ◆ Recognize and perform score notation (<i>articulations, time signatures, rhythmic figures, other common symbols</i>) ◆ Sight read simple melodies using solfege syllables and rhythmic activities ◆ Echo/Sing/Clap simple and more complex rhythmic patterns (<i>quarter, half, whole, dotted, eighth, sixteenth notes and rests</i>)
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School District of Fort Atkinson: Fort Atkinson, Wisconsin

Unit- 8th grade: Vocal Music

Mastery Concept: Chorus	Time Frame	Essential Understandings The students should know through choral literature:	Process Skills The students should be able to:
<ul style="list-style-type: none"> ◆ Basic 	<p>1st Semester</p> <p>Fall Concert</p> <p>UWW- Middle School Choral Clinic</p> <p>Winter Concert</p>	<ul style="list-style-type: none"> ◆ Sound-dropped jaw promoting open sound, correct vowel placement, posture, breathing process ◆ Harmony-mastery of 3-part singing ◆ Rhythm-performing selections involving whole, half, dotted half, quarter, dotted quarter, 8th, 16th, dotted 8th, 8th note triplets, quarter note triplets, corresponding rests. ◆ Review basic score notation ◆ Solfege-scales and intervals ◆ Correct Concert Etiquette 	<ul style="list-style-type: none"> ◆ Demonstrate good posture ◆ Demonstrate dropped jaw (yawn space) ◆ Demonstrate awareness of the choral breathing process ◆ Demonstrate correct vowel placement (<i>ah, ee, oh, oo</i>) ◆ Sing individual line within 3-part choral music ◆ Perform with basic dynamics (<i>p pp, mf, ff, <, ></i>) ◆ Perform individually or in small groups, rhythms as listed ◆ Discriminate between beat and rhythm ◆ Sing/chant/clap simple and complex rhythmic patterns using listed rhythms in a variety of meters. ◆ Dictate basic rhythms and numbering (<i>quarter, whole, half, 8th notes, quarter rest</i>) ◆ Sing scale on solfege syllables (<i>2nd, 3rd, 5th, octave</i>)

Unit Mapping

<p>◆ Advanced</p>	<p>2nd Semester</p> <p>Festival of Choirs</p> <p>Solo and Ensemble</p> <p>Spring Concert</p>	<ul style="list-style-type: none"> ◆ Developing full tone with correct vowel placement, consonants, breathing process, intonation, blend ◆ Introduction to SATB literature ◆ Further growth and understanding of listed rhythms (whole, half, quarter, eighth, and dotted notes) ◆ Further growth and understanding of intervals ◆ Recognize simple and compound time signatures (4/4, 2/4, 3/4, 6/8, 12/8) ◆ Further recognition of score notation including tempo markings, key signature, dynamics, breath marks 	<ul style="list-style-type: none"> ◆ Demonstrate correct singing technique appropriate to individual ◆ Sing with a pleasant tone ◆ Perform with correct blend and balance between sections ◆ Demonstrate a further knowledge of vowel placement and consonant articulation (<i>ah, ee, eh, oo, oh</i>). ◆ Sight read simple melodies using solfege symbols and numbers ◆ Echo/clap/sing simple and complex rhythmic patterns with sixteenth notes and syncopation in a variety of meter signatures ◆ Recognize and perform score notation (<i>articulations, time signatures, rhetorical figures, other common symbols</i>) ◆ Sing intervals alone and within an ensemble on solfege syllables (2nd, 3rd, 4th, 5th, 6th, octave) ◆ Recognize major key signatures (flat keys and sharp keys) ◆ Transfer knowledge of solfege symbols and rhythmic activities to solve their own sight reading problems
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School District of Fort Atkinson: Fort Atkinson, Wisconsin

Unit: 9-12th Grade Chorus/Time Frame: 1st Semester

Course:	Performance:	Mastery Concept: Choral Techniques	Essential Understandings The students should know:	Process Skills The students should be able to:
Blackhawk Chorale Lexington Singers	Fall Concert Holiday Concert Community Outreach	<ul style="list-style-type: none"> ◆ Basic Choral Skills 	<ul style="list-style-type: none"> ◆ Correct vowel placement, diaphragmatic breathing, and performance posture ◆ Basic qualities of proper tone and intonation ◆ Basic section/ensemble balance and blend ◆ Basic sight reading skills (c/b) ◆ Basic time signatures, including simple and compound meters ◆ Musical phrasing of 2-4 measures of music ◆ Dynamic levels including: <i>pp, p, mp, mf, f, ff, crescendo, decrescendo</i> ◆ Simple, duple, and triple based rhythms at various tempi ◆ Understand up to 4-part harmony 	<ul style="list-style-type: none"> ◆ Demonstrate a good approach to choral performance ◆ Rehearse tuning and intonation within sections (SATB, SSA) ◆ Demonstrate solfege syllables and their relations within a major scale, individually or in a small ensemble ◆ Demonstrate, by oral or written assessment, the understanding of basic time signatures ◆ Demonstrate basic understanding of phrasing within a work in an ensemble setting ◆ Demonstrate basic understanding of dynamic levels and rhythmic notation through performance in an ensemble
Women's Select Chamber Chorale South High Street Singers	Fall Concert Holiday Concert Community Outreach	<ul style="list-style-type: none"> ◆ Advanced Choral Skills 	<ul style="list-style-type: none"> ◆ Advanced qualities of proper tone, intonation, and choral pedagogy ◆ Advanced section/ensemble balance and blend ◆ Sight reading at or above a basic level (b/a) ◆ Advanced time signatures, including simple and compound meters ◆ Advanced musical phrasing ◆ Understanding of musical form ◆ Advanced rhythmic notation including 16th note rhythms in duple and triple pulses ◆ Understand more than 4-part harmony ◆ Recognize key signatures of works ◆ Understand historical musical time periods ◆ Basic understanding of multicultural works 	<ul style="list-style-type: none"> ◆ Demonstrate musical phrases of various length incorporated into performance literature ◆ Identify form, key signature, meter, phrasing, and musical time period into performance literature ◆ Demonstrate advanced understanding of phrasing, balance, blend, and musical notation (i.e. "Russian Picnic" adapted from a Russian Folk Tune by Henry Enders) ◆ Demonstrate multicultural works in performance

Unit Mapping

<p>Lexington Singers South High Street Singers</p>	<p>None</p>	<p>◆ Basic Movement Techniques</p>	<ul style="list-style-type: none"> ◆ Basic stage presence performance skills ◆ Basic dance techniques ◆ Posture and alignment ◆ Stage blocking skills ◆ Combination of movement and correct breathing techniques ◆ Show design 	<ul style="list-style-type: none"> ◆ Demonstrate appropriate stage presence ◆ Demonstrate an understanding of simple jazz dance moves (i.e. kick-ball change, box-square, waltzes, jazz hands, blades, relaxed hands, etc.) ◆ Demonstrates good posture within performance ◆ Show an understanding of simple stage blocking ◆ Use correct breathing techniques while engaging in movement ◆ Understand transitions between songs within a show design
<p>Lexington Singers South High Street Singers</p>	<p>Community Outreach</p>	<p>◆ Advanced Movement Techniques</p>	<ul style="list-style-type: none"> ◆ Developing 	<ul style="list-style-type: none"> ◆ Developing

Unit Mapping

School District of Fort Atkinson: Fort Atkinson, Wisconsin

Unit: 9-12th Grade Chorus/Time Frame: 2nd Semester

Course:	Performance:	Mastery Concept: Choral Techniques	Essential Understandings The students should know:	Process Skills The students should be able to:
Blackhawk Chorale	Festival Community Outreach	◆ Basic Choral Skills	◆ Maintain and apply (MA)	◆ Maintain and apply
Lexington Singers	Mid-Winter Festival Community Outreach	◆ Advanced Choral Skills	◆ Developing (D)	◆ Developing
Women's Select Chamber Chorale	Festival Clinic Community Outreach			
South High Street Singers	Festival Competition Spring Concert Community Outreach	◆ Basic Movement Techniques	◆ Developing ◆ Maintain and apply	◆ Developing ◆ Maintain and apply
Lexington Singers	Mid-Winter Festival Community Outreach	◆ Advanced Movement Techniques	◆ Maintain and apply ◆ Advanced performing techniques ◆ Unity of moves within group ◆ Advanced technical execution ◆ Variety of movement ◆ Intensity of presentation	◆ Maintain and apply ◆ Perform with minimal or no flaws in movement ◆ Understand complete demand of the show design through performance ◆ Demonstrate correct posture and stage presence, body line and spacing ◆ Demonstrate communication of the demands of the show ◆ Demonstrates immediate recovery in regards to stage placement
South High Street Singers	Festival Competition Spring Concert Community Outreach			
South High Street Singers	Festival Competition Spring Concert Community Outreach			

Unit Mapping

All Choirs	WSMA Solo and Ensemble WSMA Concert Choir Festival	<ul style="list-style-type: none"> ◆ Choral ◆ Literature ◆ Small ensemble literature ◆ Solo literature 	<ul style="list-style-type: none"> ◆ Period, contemporary, and traditional music ◆ Various styles of choral music ◆ Ensemble and/or literature based on class a/b aligned with Wisconsin School Music Association, solo and ensemble festival list 	<ul style="list-style-type: none"> ◆ Apply performance skills to selected literature (MA) ◆ Include appropriate style of performance to literature selected (D), (MA) ◆ Work in a chamber/small group setting with assisted and self direction (D) ◆ Work with assistance in developing solo performance literature (D) ◆ Develop independence in performing solo literature (D)
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