

## Thomaston Public Schools - Curriculum Overview and Pacing Guide

**Directions - Each colored box below represents one curricular unit. In each box, complete as much of the required information as possible (unit title, unit pacing, unit overview, priority learning targets). On its own, this document will eventually become a public-facing and quick-reference curriculum guide. As suits our curriculum goals, we will eventually use the information you lay out here as the basis for building a fully-expanded curriculum.**

**A few important points:**

- 1. Unit Title - Your unit title can be thematic (i.e. “The Power and Pain of Love”) or Skill-Based (i.e. Research and Argumentation) or Content-Driven (“Quadratic Functions and Operations”).**
- 2. Unit Pacing - There are approximately forty instructional weeks in a school year, but due to testing, school events, etc., we build a curriculum to cover thirty-six weeks. A full curriculum should contain six units each a minimum of four weeks and maximum of eight weeks long. In total, the units should add up to thirty-six weeks of coverage. The only exception is ELA, which uses quarterly units each 9 weeks long.**
- 3. Unit Overview - The unit overview is a “meaty” paragraph that provides a narrative description of the unit, including major themes, skills, and (possibly) content. Think: In this unit students will (read / do / experience / learn / understand / develop / consider /etc.)...**
- 4. Compelling Questions - Compelling questions are essential. They reflect critical and important inquiries that help students make sense of the world around them through the lenses of specific themes, issues, and topics that connect to specific disciplines. Compelling questions are relevant. They engage students in inquiries that are of personal importance and that ask students to consider themes, issues, and topics that help them connect the content of specific disciplines to their own lives and to their world. For more information, click [here](#).**
- 5. Priority Learning Targets - Each unit should contain three priority learning targets. These are effectively end-of-unit guarantees of what students will be able to do and demonstrate as a result of their learning. As priority learning targets, they are those “level three” learning targets on our eventual proficiency scales that we’ve been developing for a while now. The only exception to three targets per unit are for ELA (5-6 per unit) and history (six per unit, incl. three inquiry targets). These content areas have separate curriculum guide templates.**

<b>Course Title: Chorus</b>		
<b>School: Thomaston High School</b>	<b>Grades 7-8</b>	<b>Curriculum Pacing: 36 weeks</b>
<b>Unit of Study: Music Literacy</b>	<b>Unit of Study: Vocal Production &amp; Technique</b>	<b>Unit Three: Ensemble Performance Technique</b>
<b>Unit Pacing: 6 weeks and Ongoing</b>	<b>Unit Pacing: 6 weeks and Ongoing</b>	<b>Unit Pacing: 6 weeks and Ongoing</b>
<p><b>Unit Overview: In this Unit of Study students will learn the fundamental skills, terms, and concepts that are necessary to successfully read and interpret printed music. Topics covered include:</b></p> <ul style="list-style-type: none"> <li>● Identifying notes on the staff</li> <li>● Identifying, counting, notating simple rhythms</li> <li>● Understanding grade-level musical terms and symbols and successfully applying them in performance</li> <li>● Making stylistic considerations.</li> <li>● Identifying, understanding, and constructing key signatures and scales.</li> </ul>	<p><b>Unit Overview: In this Unit of Study students will learn the requisite skills and processes involved in creating a proper vocal tone and maintaining vocal health. Topics covered include:</b></p> <ul style="list-style-type: none"> <li>● Posture for optimal singing;</li> <li>● Breath Support</li> <li>● Tone Quality</li> <li>● Vowel Placement</li> <li>● Vocal Placement</li> <li>● Intonation Assessment &amp; Intonation Problem-Solving</li> <li>● Diction</li> <li>● Expression</li> <li>● Dynamics</li> </ul>	<p><b>Unit Overview: In this Unit of Study students will learn the essential skills and dispositions that are requisite of being a member in a performing ensemble. Topics covered in this unit are:</b></p> <ul style="list-style-type: none"> <li>● critical listening</li> <li>● performance habits and etiquette</li> <li>● Improving upon performance through reflecting and refining</li> <li>● Matching Vowel Sounds</li> <li>● Following the Conductor</li> <li>● Balance and Blend</li> <li>● Stagger Breathing</li> </ul>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does learning to read and notate music allow students to see what they hear and hear what they see?</li> <li>2. How is music communicated in written form?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. What does good vocal technique sound and feel like?</li> <li>2. What happens to vocal sound when a singer starts to run out of breath?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>1. How does understanding the structure and context of musical works inform performance?</li> <li>2. What is my role within the ensemble?</li> </ol>
<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can identify the key of a piece of</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can employ proper posture and</li> </ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"> <li>1. I can analyze the performance quality</li> </ol>

<p>music.</p> <ol style="list-style-type: none"> <li>I can notate and count rhythms in simple meter using whole, half, quarter, and eighth notes.</li> <li>I can identify and define standard notation symbols for pitch, rhythm, dynamics, tempo, articulation, and expression.</li> </ol>	<p>effective breathing techniques to create a clear and resonant tone.</p> <ol style="list-style-type: none"> <li>I can sing with clear and precise diction, including proper vowel shape and placement.</li> <li>I can maintain intonation when singing solo lines a cappella.</li> </ol>	<p>of myself and others using appropriate musical terminology, and prescribe solutions and strategies for improvement.</p> <ol style="list-style-type: none"> <li>I can correctly sing my assigned part in harmony with one or more additional parts.</li> <li>I can follow the conductor both for tempo and expressive gestures when performing.</li> </ol>
<p><b>Unit Four: Aural Skills and Sight Singing</b></p>	<p><b>Unit Five: Elements of Music</b></p>	<p><b>Unit Six: Music in Relation to....</b></p>
<p><b>Unit Pacing: 6 weeks and Ongoing</b></p>	<p><b>Unit Pacing: 6 weeks and ongoing</b></p>	<p><b>Unit Pacing: 6 weeks and ongoing</b></p>
<p><b>Unit Overview:</b> In this unit students will develop and reinforce skills such as dictation, sight singing, rhythmic sight reading, meter, and notational practice. Students will also develop an understanding of the common elements and organizational patterns of music and their interaction, the ability to employ this understanding in aural, verbal, and visual analyses, and the ability to take aural dictation.</p>	<p><b>Unit Overview:</b> In this unit students will learn about the seven elements of music: Rhythm, Melody, Harmony, Timbre, Dynamics, Texture, and Form. They will learn to apply their understanding and knowledge of the elements of music in performance, through analysis of written and recorded music, and to gain a deeper understanding and appreciation for music of all genres as a listener.</p>	<p><b>Unit Overview:</b>This unit will also cover music in relation to history and culture, relationships between music, the other arts, and disciplines outside the arts, and careers in music related fields.</p>
<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>Why does developing my listening and aural skills improve the quality of my contributions to the overall ensemble?</li> <li>Why does knowing Kodaly solfège syllables aid in learning new music?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>How is sound organized to make music?</li> <li>What is the relationship between melody and harmony in music?</li> </ol>	<p><b>Compelling Questions:</b></p> <ol style="list-style-type: none"> <li>What other disciplines are affected by music and how is music affected by other disciplines?</li> <li>What role has music played in social movements throughout history?</li> </ol>

<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"><li><b>1. I can identify melodic movement in both directions by step and by skip.</b></li><li><b>2. I can sight sing diatonic melodies in simple meter using solfege syllables.</b></li><li><b>3. I can correctly identify by ear the size and quality of both melodic and harmonic intervals.</b></li></ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"><li><b>1. I can correctly identify the time signature of a piece of music while listening to it.</b></li><li><b>2. I can identify the specific form for a piece of music.</b></li><li><b>3. I can correctly identify the melody line within a piece of music.</b></li></ol>	<p><b>Priority Learning Targets</b></p> <ol style="list-style-type: none"><li><b>1. I can identify and describe roles of musicians (e.g., orchestra conductor, folksinger, church organist) in various music settings and cultures.</b></li><li><b>2. I can relate artistic ideas and works with societal, cultural, and historical context to deepen understanding.</b></li><li><b>3. I can synthesize and relate prior knowledge and personal experiences to create music.</b></li></ol>
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