



Unit Topic: Tone Production (Sound Foundations)

Standards: **MU:Pr5.3.E.5a** – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

9.1.5.G – Identify the function and benefits of rehearsal and practice sessions.

Learning Target: Learners will be able to understand and explain the basic anatomy of the voice which produces sound.

Success Criteria:

- I can understand and explain the basic anatomy of the voice which produces sound.

Relevance:

- It is important for learners to understand the basic anatomy of the voice because their voice is their instrument and should be treated as such.

Vocabulary:

- Posture
- Lifted Sternum
- Head Posture
- Slightly Bended Knees

Resources:

- Learning Facilitator / Modeling
- [Vocal Tract - VoiceScienceWorks](#)

Assessment:

- Observational Assessment

Learning Target: Learners will be able to sing with correct pitch, intonation, and melody.

Success Criteria:

- I can sing with correct pitch, intonation, and melody.

Relevance:

- It is important to sing with correct pitch, intonation, and melody in chorus because it creates a unified sound and understanding of music in general.

Vocabulary:

- Pitch
- Intonation
- Melody

Resources: Learning Facilitator / Modeling



Assessment:

- Observational Assessment

Learning Target: Learners will be able to use proper posture and breathing techniques to sing with quality.

Success Criteria:

- I can use proper posture and breathing techniques to sing with quality.

Relevance:

- Proper posture contributes to proper vocal health and tone production. It increases physical stamina for engagement in singing.

Vocabulary:

- | | |
|---|--|
| <ul style="list-style-type: none">• Posture• Lifted Sternum• Head Posture• Slightly Bended Knees | <ul style="list-style-type: none">• Yawn-Like Breath• Diaphragm• Soft Palate |
|---|--|

Resources:

- [Vocal Tract - VoiceScienceWorks](#)
- [The Breathing Gym: Daily Workouts – PatrickSheridan.com](#)

Assessment:

- Observational Assessment

Learning Target: Learners will be able to sing simple two-part harmony.

Success Criteria:

- I can sing simple two-part harmony.

Relevance:

- It is important for learners who are in chorus to sing their own melody independently in two-part harmony. This allows learners to grow in their confidence, vocal, reading, aural and critical thinking skills.

Vocabulary:

- Melody
- Harmony
- Pitch
- Note
- Tone



Resources: Warm-Ups, Round Singing, Repertoire

Assessment:

- Observational Assessment

Unit Topic: Technical Facilities (Sound Foundations)

Standards: **MU:Pr4.1.E.5a** – Select varied repertoire to study based on interest, music reading skills

(where appropriate), an understanding of the structure of the music, context, and the technical skill of the individual or ensemble.

MU:Pr4.3.E.5a – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

9.1.5.A – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

Learning Target: Learners will be able to sing scales and simple melodies with solfege.

Success Criteria:

- I can sing the solfege scale.
- I can sing simple melodies using solfege.

Relevance:

- It is important that learners utilize solfege in chorus class because it teaches them how to read music, sight sing, and sing pure vowels. Not to mention, it also improves reading comprehension and critical thinking skills.

Vocabulary:

- Solfege
- Do, Re, Mi, Fa, Sol, La, Ti, Do

Resources:

- Solfege Poster
- Learning Facilitator
- www.sightreadingfactory.com
- www.teoria.com

Assessment:

- Observational Assessment
- Solfege Learning Activities

Learning Target: Learners will be able to understand the role of solfege and how it relates to the music they sing.

Success Criteria:

- I can understand the role of solfege and how it relates to the music they sing.



Manheim Central **5th and 6th grade choir** Music Learning Targets and Success Criteria

Relevance: It is important that learners understand the system of solfege in relation to their music to improve their sight singing, cognitive thinking, and musicianship.	
Vocabulary: - Solfege - Sight Sing - Do, Re, Mi, Fa, Sol, La, Ti	
Resources: - Repertoire - Solfege Poster - Learning Facilitator www.sightreadingfactory.com www.teoria.com	
Assessment: Observational Assessment	

Learning Target: Learners will be able to identify articulation/dynamics markings in music.	
Success Criteria: I can identify articulation/dynamic marking in music.	
Relevance: It is important for learners to recognize articulation in music because articulation is what engages learners in practicing musical concepts, skills, and performance.	
Vocabulary: - Articulation - Dynamic Markings - Staccato - Accent - Legato	- Fermata - Tenuto - Tie - Forte, Mezzoforte, Fortissimo - Piano, Mezzopiano, Pianissimo
Resources: - Visual Posters - Learning Facilitator - Repertoire	
Assessment: Articulation Activity	



Unit Topic: Listening (Ensemble Skills/Roles)

Standards: **MU:Re7.2.E.5a** – Identify how knowledge of context and the use of repetition, similarities, and contrasts inform the response to music.

MU:Re8.1.E.5a – Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

9.3.5.B – Describe works in the arts comparing similar and contrasting characteristics

Learning Target: Learners will be able to identify and hear when they sing incorrect / correct pitches.
Success Criteria: I can identify and hear when I sing incorrect/correct pitches.
Relevance: It is important for learners to know when they are singing correct or incorrect pitches for their aural skills and connecting it to their music literacy skills.
Vocabulary: - Pitch - Intonation - Timbre
Resources: - Tuner - Learning Facilitator - Piano - Repertoire
Assessment: Aural Assessment

Learning Target: Learners will be able to hear other people around them sing.
Success Criteria: I can hear other people around me sing when I am also singing.
Relevance: It is important for learners to be able to go beyond their own experience of singing and be able to hear those around them sing to increase their ability to balance their voice in choral singing.
Vocabulary: - Intonation - Pitch - Timbre
Resources: - Warm-Up Materials - Repertoire - Learning Facilitator
Assessment: Aural Assessment



Learning Target: Learners will be able to understand and can define what blend and balance means.
Success Criteria: • I can understand and can define what blend and balance means.
Relevance: • It is important for learners to understand the concept of blend and balance for ensemble singing to enhance their aural and musical skills.
Vocabulary: • Blend • Balance
Resources: • Learning Facilitator • Warm-Up Materials
Assessment: • Aural Assessment

Learning Target: Learners will be able to define the term phrase and understand that songs have phrases in them.
Success Criteria: • I can define the term phrase and understand that songs have phrases in them.
Relevance: • Learners will learn about phrases in music to grow their understanding of musicality, reading comprehension, and vocal technique.
Vocabulary: • Phrase • Articulation
Resources: Repertoire; Learning Facilitator
Assessment: • Aural Assessment



Learning Target: Learners will be able to define what a conductor is and the role a conductor plays in the choral ensemble.
Success Criteria: • I can define what a conductor is and the role a conductor plays in the choral ensemble.
Relevance: • It is important for 5/6 grade choir learners to be able to define what a conductor is so they know their learning facilitator, who is also a conductor, is an important part of the ensemble as well.
Vocabulary: • Conductor • Ensemble
Resources: Learning Facilitator ; YouTube What does a Conductor actually do?
Assessment: • Discussion Based Assessment



Unit Topic: Etiquette (Ensemble Skills/Roles)

Standards: **MU:Cn11.O.T.5a** – Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

Learning Target: Learners will be able to safely walk on and off of risers for choir.

Success Criteria:

- I can safely walk on and off of risers for choir.

Relevance:

- It is important for learners to demonstrate the ability to walk on and off risers for their personal safety and the safety of others.
- It is important for learners to demonstrate the ability to walk on and off the risers to showcase their professional abilities of walking silently and safely for a performance.

Vocabulary:

- Safety
- Walking
- Risers

Resources: Learning Facilitator

Assessment:

- Observational Assessment

Learning Target: Learners will be able to properly care for their music.

Success Criteria:

- I can properly care for my music.

Relevance:

- It is important for learners to properly care for their music so they can become responsible citizens and display respect for school property.

Vocabulary:

- Responsibility
- Responsible Citizen
- Sheet Music

Resources: Sheet Music;  Chorus: Welcome to Chorus

Assessment:

- Observational Assessment



Learning Target: Learners will be able to understand the importance of safety procedures when standing on risers.

Success Criteria:

- I can understand the importance of safety procedures when standing on risers.

Relevance:

- It is important for learners to demonstrate the ability to stand on risers for their personal safety and the safety of others.
- It is important for learners to demonstrate the ability to stand on the risers to showcase their professional abilities of standing silently and safely for a performance.

Vocabulary:

- Standing
- Riser
- Still
- Patience

Resources:  Chorus: Welcome to Chorus

Assessment:

- Observable Assessment

Learning Target: Learners will be able to understand not to talk in between songs during performances / rehearsals.

Success Criteria:

- I can talk during choir rehearsal at the appropriate times indicated by my learning facilitator.

Relevance:

- It is important for learners to demonstrate the ability of talking when appropriate so they can be responsible citizens and respectful to authoritative figures, learning facilitators, and peers.

Vocabulary:

- Rehearsal Etiquette
- Performance
- Situational Awareness

Resources:  Chorus: Welcome to Chorus

Assessment:

- Observable Assessment



Learning Target: Learners will be able to watch the conductor thoughtfully waiting for cues and directions in rehearsals and performance.
Success Criteria: • I can watch the conductor thoughtfully waiting for cues and directions in rehearsals and performance.
Relevance: • It is important for learners to have the ability to watch the conductor in an ensemble setting so they can improve their focus, teamwork skills, situational awareness, and ultimately become a more responsible citizen.
Vocabulary: • Focus • Patience • Cue • Conductor • Conducting
Resources: Learning Facilitator
Assessment: • Observational Assessment • “Be a conductor” day



Unit Topic: Expression (Music Literacy)

(Articulation, Dynamics, Phrasing)

Standards: MU:Pr4.3.E.5a – Identify expressive qualities in a varied repertoire of music that can be demonstrated through prepared and improvised performances.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

Learning Target: Learners will be able to define the term phrase in music and identify them in their own music.

Success Criteria:

- I can define the term phrase/phrasing in music and identify them in my music.

Relevance:

- It is important to learn about the basic concepts of phrasing in choral music so their can grow in their general musicianship and critical thinking skills.

Vocabulary:

- Phrasing
- Articulation
- Dynamics

Resources: Repertoire

Assessment:

- Aural Assessment

Learning Target: Learners will be able to understand what dynamics are and can identify a few of them in their own music.

Success Criteria:

- I can identify and define dynamic markings in my music

Relevance:

- Understanding dynamics contributes to a more expressive musical output.

Vocabulary:

- Dynamics
- Piano, Forte, etc.
- Articulation

Resources:

- Repertoire

Assessment:

- Questioning, Formative



Learning Target: Learners will be able to understand what the definition of the word articulation is.
Success Criteria: • I can define articulation.
Relevance: • Knowing what articulation means will help learners to improve their sound and understandability in performance
Vocabulary: • Articulation • Diction • Legato • Staccato • accent
Resources: •  Rollo Dilworth solfege and articulation warm up
Assessment: • Questioning, aural informal assessment



Unit Topic: Pitch / Melodic Elements (Music Literacy)

Standards: **MU:Pr4.2.E.5a** – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr5.3.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

Learning Target: Learners will be able to understand what incorrect / correct pitches are.

Success Criteria:

- I can raise my hand (in a supportive fail forward environment) when I know I sang a wrong note.

Relevance:

- Each individual singer must be responsible to hear their own voice and sing correct pitches for our whole choir sound to be ideal. Raising my hand isn't just, "Oh, I messed up," it's, "Oh, I messed up *and I know how and why*, so I am going to fix it without you, the conductor, having to stop and tell me (us) what it was." Saves time.

Vocabulary:

- Intonation
- Pitch
- Solfege
- Interval
- Step
- skip

Resources: Teacher Demonstration

Assessment:

- Aural and Visual monitoring

Learning Target: Learners will be able to read some of the pitches on the music staff.

Success Criteria:

- I can identify Do, Re and Mi as it relates to pitches in my music.

Relevance:

- Using solfege to identify pitches in the repertoire gives the learners a harmonic context for each pitch.

Vocabulary:

- Solfege
- Do, Re, Mi
- Key signature



- Pitch
- Letter names

Resources: Teacher Demonstration, Visual representation on the board

Assessment:

- Aural Assessment

Unit Topic: Rhythmic/ Meter Elements (Music Literacy)

(Movement, Beat, Pulse, Tempo)

Standards: **MU:Pr4.2.E.5a** – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

MU:Pr5.3.E.5a – Demonstrate, using music reading skills where appropriate, how knowledge of formal aspects in musical works inform prepared or improvised performances.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

Learning Target: Learners will be able to understand symbolically what basic forms of duration are.

Success Criteria:

- I can verbalize how many beats each of the basic rhythms gets and what the note looks like, from looking at my music.

Relevance:

- Understanding beat values and durations is necessary to the process of learning music correctly.

Vocabulary:

- Duration, Quarter note, Half note
- Whole note
- Eighth notes
- Staff
- Lines and spaces
- Note head, stems, beams, ties, rests

Resources:  [Warm_Up_Description.pdf](#) rhythmic counting game, Choral Music (Rep)

Assessment:

- Aural assessment

Learning Target: Learners will be able to keep a steady beat by watching the conductor as they sing through their music.

Success Criteria:



• I can watch the conductor to stay with the steady beat.
Relevance: • Individually keeping a steady beat to the conductor's gesture is essential to the success of a choir staying together to create music.
Vocabulary: • Tempo • Gesture • Ictus
Resources: The Online Metronome , Warm up collections and resources
Assessment: • Moving to the Beat, Playing Assessments, Aural Assessment, Sight Reading

Learning Target: Learners will be able to understand that there are various names for tempo and that they mean different paces.
Success Criteria: • I can find the tempo marking in each piece of music we learn and understand the difference between them
Relevance: • Understanding that each composer writes music with a specific tempo in mind is important to performance practice.
Vocabulary: • BPM (beats per minute) • Allegro (and variations) • Andante (and variations) • Largo (and variations) • Any other markings in the music
Resources: Varied Repertoire
Assessment: • Informal assessment, questioning



Unit Topic: Creativity, Improvisation, Composition (Music Literacy)

Standards: **MU:Cr1.1.E.5a** – Compose and improvise melodic and rhythmic ideas or motives that reflect characteristic(s) of music or text(s) studied in rehearsal.

MU:Cr2.1.E.5b – Preserve draft compositions and improvisations through standard notation and audio recording.

9.1.5.A – Know and use the elements and principles of each art form to create works in the arts and humanities.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

Learning Target: Learners will be able to improvise and create their own melody line using solfege by singing with a chord progression.

Success Criteria:

- Using a limited range of solfege syllables, singers can create their own phrases to go with a simple progression.

Relevance:

- Creating a melody using solfege will reinforce and put together multiple skills from other unit topics.

Vocabulary:

- Solfege
- Improvisation
- chords

Resources: Something similar to this:

<https://bpo.org/wp-content/uploads/2023/09/Grades-1-4-Lesson-2-Melody-Harmony.pdf>

Assessment:

- Summative assessment



Unit Topic: Culture, Career, Habits (Music Identity and Culture)

Standards: **MU:Pr5.3.E.5a** – Use self-reflection and peer feedback to refine individual and ensemble performances of a varied repertoire of music.

MU:Cn11.O.T.5a – Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life.

9.1.5.G – Identify the function and benefits of rehearsal and practice sessions.

9.2.5.A – Explain the historical, cultural and social context of an individual work in the arts.

9.2.5.B – Relate works in the arts chronologically to historical events (e.g., 10,000 B.C. to present).

9.2.5.C – Relate works in the arts to varying styles and genre and to the periods in which they were created.

9.2.5.E – Analyze how historical events and culture impact forms, techniques and purposes of works in the arts.

Learning Target: Learners will be able to describe good practice habits.

Success Criteria:

- I can define a practice environment that allows for optimal growth.
- I can identify a warm-up that aligns with my vocal needs
- I can name a few appropriate practice strategies to effectively work on my repertoire without assistance from a teacher.
- I can reflect on my rehearsals and develop goals for future sessions.

Relevance:

- This is important for creating beneficial practice habits that allow for learning and growth without the presence of a teacher.

Vocabulary:

- Practice Strategies, Environment, Warm-Ups,

Resources:  **Practice Toolkit for choirs**

Assessment:

- Self Reflections, Discussions/one on one meetings

Learning Target: Learners will be able to understand how interdisciplinary skills they're learning in choir: respect, teamwork, failure, success, problem solving, and commitment will apply to any future careers learners may have.

Success Criteria:

- I can demonstrate teamwork and collaboration in the context of my part assigned and the ensemble as a whole.
- I will embrace failures and successes with a growth mindset.



Manheim Central **5th and 6th grade choir** Music Learning Targets and Success Criteria

• I can exhibit respect with materials in the classroom (music, risers, piano, tools for learning, etc) • I can embody commitment by working hard in rehearsals, practicing individually, and overcoming challenges as they arise without giving up.
Relevance: • This is important for developing skills that transcend the classroom into real life scenarios.
Vocabulary: • respect, teamwork, failure, success, and commitment
Resources: Exemplar Modeling, Class Discussions, https://docs.google.com/document/d/1UjPcKkg9PdQ_9ruLw24pTG0PbtI0jH_e/edit?usp=sharing&oid=105171200571882840021&rtpof=true&sd=true
Assessment: • Self Reflection, Post-Concert Reflections

Learning Target: Learners will be able to relate the meaning of the music to history and other cultures that are different from my own.
Success Criteria: • I can identify the composers of my repertoire. • I can outline key characteristics of the composers of my repertoire. • I can identify and describe the styles/genres that each of my pieces fall under. • I can connect the meaning of the lyrics with my own life and the lives of others who are different from me.
Relevance: • This is important for understanding and appreciating music of different styles and genres in society. It is also important to expressing the text of the music.
Vocabulary: • Style, Genre, Composers, Time Period/Era
Resources: Poetry/text from choral music repertoire in many styles and eras, research using internet
Assessment: • Written assignments and program notes



Unit Topic: Analysis, Critique, Aesthetic (Music Identity and Culture)

Standards: **MU:Re7.1.E.5a** – Identify reasons for selecting music based on characteristics found in the music, connection to interest, and purpose or context.

MU:Re8.1.E.5a – Identify interpretations of the expressive intent and meaning of musical works, referring to the elements of music, contexts, and (when appropriate) the setting of the text.

MU:Re9.1.E.5a – Identify and describe the effect of interest, experience, analysis, and context on the evaluation of music.

9.1.5.B – Recognize, know, use and demonstrate a variety of appropriate arts elements and principles to produce, review and revise original works in the arts.

9.1.5.C – Know and use fundamental vocabulary within each of the arts forms.

9.1.5.E – Know and demonstrate how arts can communicate experiences, stories or emotions through the production of works in the arts.

9.3.5.A – Identify critical processes in the examination of works in the arts and humanities.

Learning Target: Learners will be able to analyze performances of choral ensembles with basic vocabulary of musical elements.

Success Criteria:

- I can listen to a choir performance or recording and describe what I hear.

Relevance:

- Hearing a good choral model (As well as a bad one) expands the learners' ideas of what they can progress toward in their own singing.

Vocabulary:

- Pitch, rhythm, phrasing, facial and body expression

Resources:

<https://www.youtube.com/playlist?list=PLiBq69NKdcG-zm6eGuAI9MLcp5KYeybLM>

Assessment:

- Reflection, Written formative assignment

Learning Target: Learners will be able to critique themselves through assessment of singing through assignments, sectionals, and performance.

Success Criteria:

- I can use constructive critique to help me learn throughout the entire process: practice, rehearsal and performance.

Relevance:

- Learning how to take and give feedback and apply it to learning is critical to progressing in choral arts.

Vocabulary:

- Criticism, Critique, Listening, Analysis, Growth Plan



Manheim Central **5th and 6th grade choir** Music Learning Targets and Success Criteria

Resources: Repertoire, video, multiple practice spaces, teacher modeling

Assessment:

- Self Reflection, Video assessments

Learning Target: Learners will be able to connect the meaning of their music to their personal lives and society at large.

Success Criteria:

- I can analyze text in our lyrics and apply them to real life situations of my own and others.

Relevance:

- This is important for a musically expressive product and gives learners a reason to contribute to the ensemble.

Vocabulary:

- Connection, application, narrative

Resources: Choral music rep

Assessment:

- Written assignments and small group discussions