



Vocal Music *Curriculum, Instruction & Assessment (CIA)*

■ UHS ■ HHH

Department: Visual and Performing Arts (VAPA)

Teacher: Estrada

Distance Learning Course Summary

Course Description		Textbooks and other Curriculum Resources
<ul style="list-style-type: none"> • Academic Handbook at UHS (for Course Descriptions):Chorale Ensemble 10 Credits UC/CSU: F Grade level: 9-12 Placement by recommendation/audition • Repeatable for credit • This is an introductory chorus for men and women. Students will perform various types of choral works in unison • and SATB harmonies. Sight singing and music theory will be taught. Students will be encouraged to participate in school and district performances. • 		Online Textbook and Access octavos pdf available on google classroom
Grading Guidelines	Assignment Submission Guidelines	Required Materials for Class
Traditional Grading scale 90-100 A 80-89 B 70-79 C 60-69 D Below 60 F	All assignments can be completed late up until 1 week before the end of each quarter for full credit All summative assignments such as performance tasks, writing, etc can be resubmitted for a higher grade	Students should check out their music and keep at home or can use the online version of the music Students will need a device such as a ChromeBook - if students do not have a device the school can provide one

Vocal Music Curriculum, Instruction & Assessment

Modes of Communication	Technology Programs For Course	Types of Assessments
Email: roger_estrada@upland.k12.ca.us Phone:909.949.7880 ext 265 Office Hours: tba	smart music, musictheory.net	video recordings of part checks

Blended Learning Course Summary

Course Description		Textbooks and other curriculum Resources
Grading Policy	Assignment Submission Policy	Required Materials for Class

Vocal Music *Curriculum, Instruction & Assessment*

Modes of Communication	Technology Programs For Course	Types of Assessments
Email: Phone: Office Hours:		

Vocal Music Curriculum, Instruction & Assessment

Sample Mapping Template

	FIRST QUARTER	SECOND QUARTER
<p>Standards</p> <p>Arts Standards, CDE</p> <p>CA Arts Framework</p> <p>Literacy and Anchor Standards</p>	<p><i>Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work</i></p> <p><i>Creating—Anchor Standard 2: Organize and Develop Artistic</i></p> <p><i>Creating—Anchor Standard 3: Refine and Complete Artistic Work</i></p> <p><i>Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</i></p> <p><i>Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</i></p> <p><i>Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</i></p> <p><i>Responding—Anchor Standard 7: Perceive and Analyze Artistic Work</i></p> <p><i>Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work</i></p> <p><i>Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work</i></p> <p><i>Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art</i></p> <p><i>Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</i></p>	<p>Ensembles</p> <p><i>Creating—Anchor Standard 1: Generate and Conceptualize Artistic Ideas and Work</i></p> <p><i>Creating—Anchor Standard 2: Organize and Develop Artistic Ideas and Work</i></p> <p><i>Creating—Anchor Standard 3: Refine and Complete Artistic Work</i></p> <p><i>Performing—Anchor Standard 4: Select, Analyze, and Interpret Artistic Work for Presentation</i></p> <p><i>Performing—Anchor Standard 5: Develop and Refine Artistic Techniques and Work for Presentation</i></p> <p><i>Performing—Anchor Standard 6: Convey Meaning Through the Presentation of Artistic Work</i></p> <p><i>Responding—Anchor Standard 7: Perceive and Analyze Artistic Work</i></p> <p><i>Responding—Anchor Standard 8: Interpret Intent and Meaning in Artistic Work</i></p> <p><i>Responding—Anchor Standard 9: Apply Criteria to Evaluate Artistic Work</i></p> <p><i>Connecting—Anchor Standard 10: Synthesize and Relate Knowledge and Personal Experiences to Make Art</i></p>

Vocal Music Curriculum, Instruction & Assessment

		<i>Connecting—Anchor Standard 11: Relate Artistic Ideas and Works with Societal, Cultural, and Historical Context to Deepen Understanding</i>
<p>Content</p> <p>UHS Curriculum Maps</p> <p>VAPA CIA Guide</p> <p>Best Practices for K-12 Online and Blended Learning</p> <p>Content Resources</p>	<ul style="list-style-type: none">• Generate melodic, rhythmic, and harmonic ideas for melodies created over specified chord progressions or• AB/ABA forms and two- to three-chord accompaniments for given melodies• Select, develop, and use standard notation and/or audio/video recording to document melodic, rhythmic, and harmonic ideas for drafts of melodies created over specified chord progressions or AB/ABA forms and two- to three-chord accompaniments for given melodies.• Apply teacher-provided criteria to critique, improve, and refine drafts of melodies created over specified chord progressions or AB/ABA forms and two- to three chord accompaniments for given melodies.• Describe and demonstrate how a varied repertoire of music that includes melodies and chordal accompaniments is selected, based on personal interest, music-reading skills, technical skills and related challenges, and the context of the performances• Identify prominent melodic, harmonic, and structural characteristics and context (social, cultural, or historical) in a varied repertoire of music that includes melodies and chordal accompaniments selected for performance, using standard notation.	
<p>Skills/ Key Vocabulary</p>		<p><u>Skills</u></p> <p><u>Vocabulary</u></p>

Vocal Music *Curriculum, Instruction & Assessment*

Assessments	•	•
Performance Tasks		
	THIRD QUARTER	FOURTH QUARTER
Standards		
Content/ Content Resources		
Skills/ Key Vocabulary	<div>Skills</div> <div>Vocabulary</div>	<div>Skills</div> <div>Vocabulary</div>
Assessment	•	

Vocal Music *Curriculum, Instruction & Assessment*

Performance Tasks		
-------------------	--	--