

**Class: Concert Choir**  
**Grade Level: 10 -12**  
**Teacher: Nasset**

**Essential Outcome: Singing**

**Smart Goal: A.12.6 - Concert Choir will sing with expression and technical accuracy a large and varied repertoire of vocal literature with a level of difficulty of five on a scale of one to six.**

| Activities  | Assessment  | Resources  | Timeline | Effective  |
|---|---|--|----------|--|
| Preparation for combined fall concert with 8 <sup>th</sup> grade choir. | Daily in class observations   | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Studying/watching performances of pieces available on YouTube.<br>4. Recorded accompaniments. | Fall     | Repertoire needs to be more challenging and yet easy enough for the 8th graders to learn. Discrepancy in abilities a little a bit of an issue in this combined setting.  |
| Performance – combined concert  | 1. Teacher observation during performance.<br>2. Audience reaction to performance.<br>3. Teacher/student observation of video recording of the concert.<br>4. Student written self assessment based on what they observed while watching the video. | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to students from peers and family.   | Fall     | Needs to be more of a festival/honors choir situation. The choirs only meet in the afternoon and really did not have time to gel as a choir. Instead of one big choir singing, it felt/sounded like two choirs. This needs to be an all day event. |

| <b>Activities</b>                                       | <b>Assessment</b>  | <b>Resources</b>   | <b>Timeline</b>                              | <b>Effective</b>   |
|---|--|--|--|--|
| Preparation for performance at Veteran's Day Assembly   | Daily in class observations  | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.  | Fall   | Need to be sure to schedule enough time to learn the piece. Event is very close to combined concert.   |
| Performance at Veteran's Day Assembly                   | 1. Teacher observations during performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance. | Audience present at performance.   | November 11                                  | Positive way for students to do community service. Also good for the community to observe the students' involvement in the observance of Veterans' Day.  |
| Preparation for performance at annual Christmas Concert | Daily in class observations  | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube. | September - December                         | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature with a level of difficulty of five on a scale of one to six.<br>3. Work towards choir unity.<br>4. Focus on blend and tone quality. |
| Performance at annual Christmas Concert                 | 1. Teacher observations during   | 1. Video recording of performance.   | Last Monday before scheduled Christmas Break | Successful completion of vocal literature with a level   |

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|  | performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance.                                | 2. Student written critiques.<br>3. Audience feedback to students from peers and family.  |                       | of difficulty of five on a scale of one to six.   |
| Preparation for performance at annual Taste of Hollywood Concert (variation of a POPS Concert) | Daily in class observations  | 1. Concert is theme based, so choral octavos may be available in MASH choral library, but usually end up having to purchase pieces to fit the year's theme.<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube or other similar websites. | January- March        | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature that is not typical of a traditional choral concert.<br>3. Work towards choir unity.<br>4. Focus on blend and tone quality.<br>5. Choir must learn to 'perform' pieces true to the style of the particular genre and time period of the piece. |
| Performance at annual Taste of Hollywood Concert (variation of a POPS Concert)                 | 1. Teacher observations during performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance. | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to students from peers and family.  | Last weekend in March | 1. Students learn how to 'perform' music of different genres and time periods.<br>2. Students develop choir unity as there is not a director involved in this performance.<br>3. Students perform pieces as if in a musical or play so are dependent on each other to successfully perform their pieces before a live |

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|  |  |  |                               | audience.  |
| Preparation for performance at annual GNC Large Group Festival | Daily in class observations  | 1. WSMA Large Group Festival list of song selections<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube or other similar websites. | September- March              | 1. Exposure to a variety of genres.<br>2. Work towards choir unity.<br>3. Focus on blend and tone quality.<br>4. Work on 'Class A' music which is of a more difficult level than other times of the school year.   |
| Performance at annual GNC Large Group Festival                 | 1. Teacher observations during performance.<br>2. Feedback from members of other MASH choirs who observe the performance.<br>3. Feedback from WSMA certified adjudicators. | 1. WSMA created critique sheet used by certified adjudicators.<br>2. Audio recording of the performance.<br>3. Occasionally there is also a video recording that can be used for a resource of the actual performance.   | Spring – date varies annually | 1. Choir will be critique by state certified adjudicators who will reinforce classroom instruction and present instruction created by the adjudicator<br>2. Students will be able to observe other choirs performing equally difficult pieces and learn from the adjudications that these choirs receive from the state certified adjudicators |
| Preparation for performance at annual Awards Concert           | Daily in class observations  | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded  | Spring                        | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature with a level of difficulty of five on a scale of one to six.<br>3. Work towards choir unity.<br>4. Focus on blend and tone  |

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|                                      |   | <p>accompaniments.</p> <p>4. Studying/watching performances of pieces available on YouTube.</p>   |     | quality.   |
| Performance at annual Awards Concert | <p>1. Teacher observations during performance.</p> <p>2. Audience reaction during performance.</p> <p>3. Feedback from staff /community members/student body about performance.</p> | <p>1. Video recording of performance.</p> <p>2. Student written critiques.</p> <p>3. Audience feedback to students from peers and family.</p> | May | Successful completion of vocal literature with a level of difficulty of five on a scale of one to six. |

**Class: Concert Choir**  
**Grade Level: 11 -12**  
**Teacher: Nasset**

**Essential Outcome: Singing**

**Smart Goal: A.12.7 - Concert Choir will sing music written in more than 4 parts**

| Activities   | Assessment   | Resources  | Timeline                                     | Effective  |
|--|--|--|--|--|
| Preparation for Annual Christmas Concert                       | Daily in class observations  | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube. | September - December                         | Exposure to vocal literature written in more than 4 parts with a level of difficulty of five on a scale of one to six.                   |
| Annual Christmas Concert performance                           | 1. Teacher observations during performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance. | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to students from peers and family.   | Last Monday before scheduled Christmas Break | Successful completion of vocal literature with a level of difficulty of five on a scale of one to six.                                   |
| Preparation for performance at annual GNC Large Group Festival | Daily in class observations  | 1. WSMA Large Group Festival list of song selections<br>2. Listening to performances created by publishers and available on line in the form of Mp3  | September- March                             | 1. Exposure to a variety of genres.<br>2. Work towards choir unity.<br>3. Focus on blend and tone quality.<br>4. Work on 'Class A' music |

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|  |  | files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube or other similar websites.   |                               | which is of a more difficult level than other times of the school year.<br>5. Exposure to pieces consisting of at least five parts.  |
| Performance at annual GNC Large Group Festival       | 1. Teacher observations during performance.<br>2. Feedback from members of other MASH choirs who observe the performance.<br>3. Feedback from WSMA certified adjudicators. | 1. WSMA created critique sheet used by certified adjudicators.<br>2. Audio recording of the performance.<br>3. Occasionally there is also a video recording that can be used for a resource of the actual performance.   | Spring – date varies annually | 1. Choir will be critique by state certified adjudicators who will reinforce classroom instruction and present instruction created by the adjudicator<br>2. Students will be able to observe other choirs performing equally difficult pieces and learn from the adjudications that these choirs receive from the state certified adjudicators |
| Preparation for performance at annual Awards Concert | Daily in class observations  | 1. Choral octavos in MASH library (if necessary made need to purchase)<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube. | Spring                        | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature with a level of difficulty of five on a scale of one to six.<br>3. Work towards choir unity.<br>4. Focus on blend and tone quality.<br>5. Exposure to pieces consisting of at least five parts.   |
| Performance at annual Awards Concert                 | 1. Teacher observations during performance.<br>2. Audience reaction during performance.  | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to   | May                           | Successful completion of vocal literature with a level of difficulty of five on a scale of one to six.   |

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|  | 3. Feedback from staff /community members/student body about performance. | students from peers and family. |  |  |
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**Class: Concert Choir**  
**Grade Level: 11 -12**  
**Teacher: Nasset**

**Essential Outcome: Singing**

**Smart Goal: A.12.8 - Concert Choir will sing in small ensembles with one student on a part.**

| Activities   | Assessment  | Resources                                   | Timeline                    | Effective   |
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| Rehearsal in single SATB quartets – students divide up into groups consisting of one person on a part. | 1. Classroom observation<br>2. Individual quartets singing for their peers. | Choral octavo of the “Star Spangled Banner” | Throughout the school year. | 1. Helps to develop independent singers. Only effective if groups are constantly changing. (Students may not choose quartets – must be random placement.)<br>2. Develops ear training in the area of a cappella harmonies.<br>3. Develops ear training in the area of blend and balance within an ensemble.   |
| Singing National Anthem at sporting events in SATB quartets.   | Student, peers, and audience reaction.                                      | People present at event.                    | Throughout the school year. | 1. Helps to develop independent singers.<br>2. Exposes students to the audition process as this is required for any student to sing the National Anthem at any of the sporting events.<br>3. Positive way for the choir students to show their support for their peers involved in sports.<br>4. Gives more advanced students more performance opportunities. |

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|  |   |  |   | 5. Positive public relations for the choral program.   |
| After concert testing                            | Teacher created rubric.   | Music used during the concert  | Within one week of after the performance.   | 1. Helps the teacher grade individual students more accurately.<br>2. Helps the teacher discover areas of the music individual students may be struggling with even though as a choir they were successful in their performance.<br>3. Helps students to build self confidence in their singing abilities.<br>4. Gives students the opportunity to have a direct impact on their individual grade. |
| Participation in Wisconsin State Solo & Ensemble | 1. Teacher observation during lessons<br>2. Audition before going to competition.<br>3. Performance Critique from event<br>4. This is a required element of the class graded as pass/fail based on participation. | 1. WSMA published list of pieces that may be performed.<br>2. Students receive a critique from a WSMA certified 'Judge'. | Selections are made during first quarter lessons. Students work on their selections during second quarter lessons. Auditions and competition take place during third quarter. | 1. Develops independent singers.<br>2. Develops interpersonal skills – must be able to work in a small group for three quarters.<br>3. Develops leadership skills.<br>4. Develops organizational skills.<br>5. Builds self-confidence.   |
| Awards Concert                                   | 1. Those students who receive a Gold Medal at State Solo & Ensemble based on the WSMA standardized rubric will have the opportunity to perform their selection at   | 1. WSMA published list of pieces that may be performed.<br>2. Students receive a critique from a WSMA certified 'Judge'. | May   | 1. Develops independent singers.<br>2. Develops interpersonal skills – must be able to work in a small group for three quarters.<br>3. Develops leadership   |

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|  | this concert. |  |  | skills.<br>4. Develops organizational skills.<br>5. Builds self-confidence. |
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**Class: Concert Choir**  
**Grade Level: 11 -12**  
**Teacher: Nasset**

**Essential Outcome: Reading and Notating Music**

**Smart Goal: E.12.7 - Concert Choir will demonstrate the ability to read a full vocal score by describing how the elements of music are used and explaining all transpositions and clefs.**

| <b>Activities</b>    | <b>Assessment</b>                                       | <b>Resources</b>   | <b>Timeline</b>          | <b>Effective</b>   |
|----------------------|---|--|--------------------------|--|
| In class score study | 1. In class quizzes<br>2. Teacher evaluation in lessons | Octavos used for preparation for future performances   | September - June         | 1. Students will have a working knowledge of each piece they are learning.<br>2. Students will learn information that transfers to other pieces of music.  |
| Semester Exams       | Teacher created rubric                                  | 1. Octavos used for preparation for future performances.<br>2. Information presented by the teacher to the class on basic music theory.  | End of semester I and II | 1. Students will be able to demonstrate their knowledge of the elements of music.  |
| Lessons              | Teacher observations                                    | 1. Octavos used for preparation for future performances.<br>2. Information presented by the teacher to the class on basic music theory.<br>3. Completed quizzes and semester tests | September - June         | 1. Students will have a working knowledge of each piece they are learning.<br>2. Students will learn information that transfers to other pieces of music.<br>3. Students will be able to demonstrate their knowledge of the elements of music.<br>4. Students will be able to make corrections on completed, graded quizzes and tests and use this information as a resource |

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|  |  |  |  | for studying for future quizzes and tests. |
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**Class: Concert Choir**  
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**Teacher: Nasset**

**Essential Outcome: Reading and Notating Music**

**Smart Goal: E.12.8 - Concert Choir will sight-read, accurately and expressively, music with a level of difficulty of four on a scale of one to six.**

| Activities                            | Assessment             | Resources  | Timeline         | Effective  |
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| In class group sight reading          | Teacher observation    | 1.“Melodia Series” sight reading resource<br>2. Octavos of music being learned for performances<br>3. Teacher created examples | September - June | 1. Students become independent singers – will be able to learn/song part without piano or other instrumentation.<br>2. Develop a cappella singing skills.<br>3. Student will learn music faster.<br>4. Students will sight read at a level of difficulty of four on a scale of one to six. |
| Individualized instruction in lessons | Teacher observation    | 1.“Melodia Series” sight reading resource<br>2. Octavos of music being learned for performances<br>3. Teacher created examples | September - June | 1. Students become independent singers – will be able to learn/song part without piano or other instrumentation.<br>2. Develop a cappella singing skills.<br>3. Student will learn music faster.<br>4. Students will sight read at a level of difficulty of four on a scale of one to six. |
| Sight Reading exams                   | Teacher created rubric | 1.“Melodia Series” sight reading resource  | September - June | Students will be able to a sight reading example at a  |

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|  |  | 2. Teacher created examples |  | level of difficulty of four on a scale of one to six. |
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**Class: Concert Choir**  
**Grade Level: 11 -12**  
**Teacher: Nasset**

**Essential Outcome: Music Connections with the Arts**

**Smart Goal: H.12.8 - Concert Choir will compare the characteristic elements, artistic processes, and organizational principle among the arts in different historical periods or cultures.**

| Activities   | Assessment   | Resources   | Timeline              | Effective   |
|--|--|---|-----------------------|---|
| Preparation for performance at annual Taste of Hollywood Concert (variation of a POPS Concert) | Daily in class observations  | 1. Concert is theme based, so choral octavos may be available in MASH choral library, but usually end up having to purchase pieces to fit the year's theme.<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube or other similar websites. | January- March        | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature that is not typical of a traditional choral concert.<br>3. Work towards choir unity.<br>4. Focus on blend and tone quality.<br>5. Choir must learn to 'perform' pieces true to the style of the particular genre and time period of the piece. |
| Performance at annual Taste of Hollywood Concert (variation of a POPS Concert)                 | 1. Teacher observations during performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance. | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to students from peers and family.  | Last weekend in March | 1. Students learn how to 'perform' music of different genres and time periods.<br>2. Students develop choir unity as there is not a director involved in this performance.<br>3. Students perform pieces as if in a musical or play so are dependent on each other to successfully perform                            |



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|  |  |  |  | their pieces before a live audience. |
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**Class: Concert Choir**  
**Grade Level: 11 -12**  
**Teacher: Nasset**

**Essential Outcome: Music Connections with the Arts**

**Smart Goal: H.12.9 - Concert Choir will know how the roles of creators, performers, and others involved in the production and presentation of the arts are similar and different to each other.**

| Activities   | Assessment   | Resources   | Timeline              | Effective   |
|--|--|---|-----------------------|---|
| Preparation for performance at annual Taste of Hollywood Concert (variation of a POPS Concert) | Daily in class observations  | 1. Concert is theme based, so choral octavos may be available in MASH choral library, but usually end up having to purchase pieces to fit the year's theme.<br>2. Listening to performances created by publishers and available on line in the form of Mp3 files.<br>3. Recorded accompaniments.<br>4. Studying/watching performances of pieces available on YouTube or other similar websites. | January- March        | 1. Exposure to a variety of genres.<br>2. Exposure to vocal literature that is not typical of a traditional choral concert.<br>3. Work towards choir unity.<br>4. Focus on blend and tone quality.<br>5. Choir must learn to 'perform' pieces true to the style of the particular genre and time period of the piece. |
| Performance at annual Taste of Hollywood Concert (variation of a POPS Concert)                 | 1. Teacher observations during performance.<br>2. Audience reaction during performance.<br>3. Feedback from staff /community members/student body about performance. | 1. Video recording of performance.<br>2. Student written critiques.<br>3. Audience feedback to students from peers and family.  | Last weekend in March | 1. Students learn how to 'perform' music of different genres and time periods.<br>2. Students develop choir unity as there is not a director involved in this performance.<br>3. Students perform pieces as if in a musical or play so are dependent on each other to successfully perform                            |

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|  |  |  |  | their pieces before a live audience. |
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