

Marietta City Schools Pacing Guide

Subject: CHOIR

Grade Level: 6th Grade

Time Frame: Year Long Class (Every Other Day)

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
AUGUST	Review of Prerequisite Knowledge SLO Pre-Test Introduction/Review of CHARMS OFFICE CHOIR Handbook	Pre-Testing Pre-Testing CHARMS Information Sheet Handbook	Pre-Test Sheet CHARMS Website / Handbook	Parent Signature on various sheets that shows that the student has communicated course requirements and obligations to their parents/guardians
SEPTEMBER	1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. 4PR Respond appropriately to the cues of a conductor. 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own. 2RE Reflect on a variety of live or recorded music performances.	Preparing Music for Upcoming Performances		SLO Formative Assessment

	<p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>			
OCTOBER	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>	Preparing Music for Upcoming Performances		SLO Formative Assessment
NOVEMBER	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and</p>	Preparing Music for Upcoming Performances		SLO Formative Assessment

	<p>compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>			
<p>DECEMBER</p>	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>6PR Attend live performances and demonstrate appropriate audience etiquette.</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among</p>	<p>Preparing Music for Upcoming Performances</p>		<p>SLO Formative Assessment</p> <p>Holiday Concert</p>

	the use of dynamics, meter, tempo and tonality in various pieces through active listening.			
JANUARY	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>	Preparing Music for Upcoming Performances		SLO Formative Assessment
FEBRUARY	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p>	Preparing Music for Upcoming Performances		SLO Formative Assessment

	<p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>			
MARCH	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo.</p> <p>4PR Respond appropriately to the cues of a conductor.</p> <p>5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter.</p> <p>1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>	Preparing Music for Upcoming Performances		SLO Formative Assessment
APRIL	<p>1PR Independently or collaboratively, perform with good posture and breath</p>	Preparing Music for Upcoming Performances		SLO Final Summative

	<p>control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. 4PR Respond appropriately to the cues of a conductor. 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions including their own. 2RE Reflect on a variety of live or recorded music performances. 3RE Communicate the importance of music in everyday life. 5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>			Assessment
MAY	<p>1PR Independently or collaboratively, perform with good posture and breath control a varied repertoire of music representing diverse cultures with appropriate dynamics and tempo. 4PR Respond appropriately to the cues of a conductor. 5PR Read, write, perform and compose rhythm patterns and simple melodies in 2/4, 3/4, 4/4 and 6/8 meter. 6PR Attend live performances and demonstrate appropriate audience etiquette. 1RE Develop criteria to evaluate the quality and effectiveness of music performances and compositions</p>	Preparing Music for Upcoming Performances		Spring Concert

	<p>including their own.</p> <p>2RE Reflect on a variety of live or recorded music performances.</p> <p>3RE Communicate the importance of music in everyday life.</p> <p>5CE Distinguish between and among the use of dynamics, meter, tempo and tonality in various pieces through active listening.</p>			
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