

Marietta City Schools Pacing Guide

Subject: CHOIR

Grade Level: 7th Grade

Time Frame: Year Long Class (Every Other Day)

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
AUGUST	<p>Review of Prerequisite Knowledge</p> <p>Introduction/Review of CHARMS OFFICE</p> <p>CHOIR Handbook</p>	<p>Pre-Testing</p> <p>CHARMS Information Sheet</p> <p>Handbook</p>	<p>Sheet</p> <p>CHARMS Website / Handbook</p>	<p>Parent Signature on various sheets that shows that the student has communicated course requirements and obligations to their parents/guardians</p>
SEPTEMBER	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Honor Choir Preparation</p>		<p>Formative Assessment</p>

	<p>music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>			
OCTOBER	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Honor Choir Preparation</p>		Formative Assessment

	and respond to music.			
NOVEMBER	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Honor Choir Preparation</p>		<p>Formative Assessment</p> <p>DISTRICT IX Honor Choir</p>
DECEMBER	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately,</p>	<p>Preparing Music for Upcoming Performances</p>		<p>Formative Assessment</p> <p>Holiday Concert</p>

	<p>independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>			
<p>JANUARY</p>	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		<p>Formative Assessment</p>

	<p>vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>			
FEBRUARY	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		Formative Assessment

<p>MARCH</p>	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter. 2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality. 4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 4CE Identify key signatures of major scales. 5CE Describe a varied repertoire of music with appropriate music vocabulary. 6CE Identify various careers for musicians (e.g., in education, entertainment and technical support). 1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own. 4RE Explain how and why people use and respond to music.</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		<p>Formative Assessment</p>
<p>APRIL</p>	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter. 2PR Perform accurately, independently or collaboratively, with</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		<p>Final Summative Assessment</p> <p>DISTRICT IX Solo and Ensemble</p>

	<p>good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p> <p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>			
MAY	<p>1PR Independently or collaboratively, perform a varied repertoire of music, representing diverse genres and cultures and showing expression and technical accuracy at a level that includes modest ranges and changes of tempo, key and meter.</p> <p>2PR Perform accurately, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>4CE Identify key signatures of major scales.</p> <p>5CE Describe a varied repertoire of music with appropriate music vocabulary.</p>	Preparing Music for Upcoming Performances		Spring Concert

	<p>6CE Identify various careers for musicians (e.g., in education, entertainment and technical support).</p> <p>1RE Apply multiple criteria to evaluate the quality and effectiveness of music performance and composition including their own.</p> <p>4RE Explain how and why people use and respond to music.</p>			
--	---	--	--	--