

Marietta City Schools Pacing Guide

Subject: CHOIR

Grade Level: 8th Grade

Time Frame: Year Long Class (Every Other Day)

Month / Week	CCS Benchmarks	Skills/Activities	Resources	Assessment
AUGUST	Review of Prerequisite Knowledge Introduction/Review of CHARMS OFFICE CHOIR Handbook	Pre-Testing CHARMS Information Sheet Handbook	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 Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter. 2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality. 4PR Demonstrate the common beat patterns used by conductors. 5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters. 7PR Demonstrate and use technology	Preparing Music for Upcoming Performances DISTRICT IX Honor Choir Preparation		Formative Assessment

	<p>and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
OCTOBER	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Honor Choir Preparation</p>		Formative Assessment

	<p>collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
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<p>NOVEMBER</p>	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</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>
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	<p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
DECEMBER	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p>	Preparing Music for Upcoming Performances		<p>Formative Assessment</p> <p>Holiday Concert</p>

	<p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
JANUARY	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		Formative Assessment

	<p>and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
FEBRUARY	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p>	<p>Preparing Music for Upcoming Performances</p> <p>DISTRICT IX Solo and Ensemble Preparation</p>		Formative Assessment

	<p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
MARCH	1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and	Preparing Music for Upcoming Performances		Formative Assessment

	<p>cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p>	<p>DISTRICT IX Solo and Ensemble Preparation</p>		
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	<p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
<p>APRIL</p>	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p> <p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements</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>of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
MAY	<p>1PR Perform a varied repertoire of music, independently or collaboratively representing diverse genres and cultures and showing expression and technical accuracy at a level that includes more advanced ranges and changes of tempo, key and meter.</p> <p>2PR Perform, independently or collaboratively, with good posture producing an appropriate tone quality.</p> <p>4PR Demonstrate the common beat patterns used by conductors.</p> <p>5PR Read, write and perform rhythmic (including dotted rhythms) and melodic patterns in a variety of meters.</p> <p>7PR Demonstrate and use technology and media arts to create, perform and research music.</p> <p>1RE Apply multiple criteria to evaluate quality and effectiveness of personal and selected music performances and compositions and identify areas for improvement.</p>	Preparing Music for Upcoming Performances		Spring Concert

	<p>2RE Compare and contrast a varied repertoire of music on the basis of how elements of music are used to create meaning and expression.</p> <p>3RE Compare and contrast selected composers and their works.</p> <p>4RE Express how music performance and settings affect audience response.</p> <p>5RE Apply criteria based on elements of music to support personal preferences for specific musical works.</p> <p>2CE Discuss how current developments in music reflect society in reference to the local community and larger world.</p> <p>3CE Identify intervals and concert pitches in major and natural minor scales.</p> <p>5CE Identify and describe non-performing careers in music.</p> <p>6CE Describe ways that technology and the media arts are used to create perform and listen to music.</p>			
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