



Grand Island Central School District Curriculum Map <Subject-Grade Level>

Units of Study (Spiraling) *	NYS Standards	Common Core Standards	Vocabulary* • Content • Process	Essential/Guiding Questions	Essential Skills	Assessment(s)	Resources • Texts • Tech Integration
*Technique	Standard #1	ELA 5.2.a, ELA 1.1b ELA 4.2a ELA 1.3a ELA 3.1a ELA 1.1b ELA 3.3a	*Tonality *Rhythm *Timbre *Form *Harmony *Dynamics *Articulation *Notation	What criteria do we use to evaluate a performance? What is the proper posture for singing? How does proper alignment affect tone quality and pitch? How does mouth shape affect blend and balance? What is the connection between breath support and pitch, and projection? What are voiced consonants? How many areas of resonance How do I use the tools I have to produce the best possible sound?	Singing Keeping a steady beat Staying on pitch Music literacy Ensemble awareness Vocal independence Music expressiveness Care and feeding of the human voice	Teacher assessment Ensemble evaluation Quarterly performances Written tests Outside evaluation	Octavo scores Traditional rote scores Sigh singing materials YouTube iTunes Professional recordings Access to the Web Various audio visual equipment Cd's & DVD's
*Musicianship	Standard #1	ELA 1.1.b ELA 5.2.a ELA 4.2.a ELA 4.1.a ELA 6.1.a ELA 3.3.a ELA 1.2.a ELA 1.3.a ELA 3.1.a ELA 3.2.a ELA 2.1.a		How is sound organized? How is melody created? How many timbres are created in an ensemble? How does form create order and clarity? How are consonance and dissonance created? What criteria do we use to evaluate a performance? are there for the voice?	Singing Keeping a steady beat Staying on pitch Music literacy Ensemble awareness Vocal independence Music expressiveness	Teacher assessment Ensemble evaluation Quarterly performances Written tests Outside evaluation	Octavo scores Traditional rote scores Sigh singing materials YouTube iTunes Professional recordings Access to the Web Various audio visual equipment Cd's & DVD's

				<p>How does the way I conduct myself affect the ensemble?</p> <p>How does the way I conduct myself affect the audience/adjudicator's impression of our performance?</p> <p>How do I navigate through a piece of music?</p> <p>Why do people have different interpretations of the same piece?</p>	Care and feeding of the human voice		
*Listening	Standards 3 & 4	ELA 6.1.a ELA 5.2.a ELA 4.3.a ELA 4.2.a ELA 5.1.a ELA 2.2.a		<p>What criteria do we use to evaluate a performance?</p> <p>What elements are utilized when listening to a piece of music?</p> <p>What messages or mood is communicated through the music?</p> <p>What elements help me to understand a musical performance?</p> <p>Why do people have different interpretations of the same piece?</p>	Singing Keeping a steady beat Staying on pitch Music literacy Ensemble awareness Vocal independence Music expressiveness Care and feeding of the human voice	Teacher assessment Ensemble evaluation Quarterly performances Written tests Outside evaluation	Octavo scores Traditional rote scores Sigh singing materials YouTube iTunes Professional recordings Access to the Web Various audio visual equipment Cd's & DVD's
*Music Elements and Notation	Standard #2	ELA 6.1.a		What notational tools are necessary to read this piece of music?	Singing Keeping a steady beat	Teacher assessment Ensemble	Octavo scores Traditional rote scores Sigh singing materials

				<p>How does timbre change from culture to culture?</p> <p>What mode is this piece in?</p> <p>What is the form of this piece?</p> <p>How do dynamics affect mood?</p> <p>What does text affect Dynamics?</p> <p>What clef does each voice part read?</p>	<p>Staying on pitch</p> <p>Music literacy</p> <p>Ensemble awareness</p> <p>Vocal independence</p> <p>Music expressiveness</p> <p>Care and feeding of the human voice</p>	<p>evaluation</p> <p>Quarterly performances</p> <p>Written tests</p> <p>Outside evaluation</p>	<p>YouTube</p> <p>iTunes</p> <p>Professional recordings</p> <p>Access to the Web</p> <p>Various audio visual equipment</p> <p>Cd's & DVD's</p>
*History, Culture and Style	Standards 3 & 4	<p>ELA 5.2.a</p> <p>ELA 2.1.a</p> <p>ELA 2.2.a</p> <p>ELA 4.2.a</p> <p>ELA 5.2.a</p>		<p>Why is music part of every culture?</p> <p>How is the style of the music affected by historical elements?</p> <p>What inspires someone to create music?</p> <p>What criteria do we use to evaluate a performance?</p>	<p>Singing</p> <p>Keeping a steady beat</p> <p>Staying on pitch</p> <p>Music literacy</p> <p>Ensemble awareness</p> <p>Vocal independence</p> <p>Music expressiveness</p> <p>Care and feeding of the human voice</p>	<p>Teacher assessment</p> <p>Ensemble evaluation</p> <p>Quarterly performances</p> <p>Written tests</p> <p>Outside evaluation</p>	<p>Octavo scores</p> <p>Traditional rote scores</p> <p>Sigh singing materials</p> <p>YouTube</p> <p>iTunes</p> <p>Professional recordings</p> <p>Access to the Web</p> <p>Various audio visual equipment</p> <p>Cd's & DVD's</p>
*Creating	Standard #1	<p>ELA 6.1.a</p> <p>ELA 4.1.a.</p> <p>ELA 4.3.b</p>		<p>What criteria do we use to evaluate a performance?</p> <p>What inspires me, what inspires others?</p> <p>How does develop their own style?</p> <p>Do I write the music to please myself or the audience?</p>	<p>Singing</p> <p>Keeping a steady beat</p> <p>Staying on pitch</p> <p>Music literacy</p> <p>Ensemble awareness</p> <p>Vocal independence</p>	<p>Teacher assessment</p> <p>Ensemble evaluation</p> <p>Quarterly performances</p> <p>Written tests</p> <p>Outside evaluation</p>	<p>Octavo scores</p> <p>Traditional rote scores</p> <p>Sigh singing materials</p> <p>YouTube</p> <p>iTunes</p> <p>Professional recordings</p> <p>Access to the Web</p> <p>Various audio visual</p>

					Music expressiveness Care and feeding of the human voice		equipment Cd's & DVD's
--	--	--	--	--	----------------------------------------------------------------------	--	---------------------------

* See ‘NYSSMA Sequential Guide for Music Instruction... Chorus 2012’ for unit/grade level specifics.

<http://www.nyssma.org/wp-content/uploads/2013/06/sgmi-chorus.pdf>