Focus:			Pacing	Key Words	I Can Statement
7/8 CH 1.	**Repertoire: Selection and Choices**	**District/CCSS Standard**			
7/8 CH 1.a	Student will grow musically, emotionally and socially throughout the learning performance process.	ACDA		Dynamics, phrasing, textual meaning, balance	Students can articulate and demonstrate musical elements in the music. Students can understand and appropriately express the emotional content of various music pieces. Students can follow the lead and support of classmates and adjust their singing to balance with the choir.
7/8 CH 1.a.1	Choral tone will improve through well chosen text that provoke thought and are poetic.	ACDA		Interpretation, style	Students can demonstrate appropriate vowel formation, phrasing and expression for varying musical styles.
7/8 CH 1.b.	Students will recognize and appreciate music that is historically significant and culturally diverse.	ACDA		Diversity, historical significnce	Students can identify the historical message and elements in music. Students can identify the cultural message, style and unique performance elements in music.
7/8 CH 1.c	Students will become familiar with their vocal range and be challenged to grow their range.	ACDA		pitch, head tone, chest voice, breath support	Students can monitor the comfort of the low and high ends of their range. Students can demonstrate the ability to expand their range through classroom practice.
7/8 CH 2.	**Repertoire: Presentation**				
7/8 CH 2.a	Students will perform music with excitement, enthusiasm and respect.	ACDA		commitment, teamwork, respect	Students can perform music with appropriate excitement, enthusiasm and respect.
7/8 CH 2..a.1	Students will perform music with appropriate authenticity.	ACDA		style, accompaniment	Students can demonstrate their understanding of a song's text, purpose, origin and style through their performance of the song.
7/8 CH 2.b	Students will perform at the highest level of excellence through exposure to experts in the field of music.	ACDA		adjudication, balance, rhythm, style, blend, professionalism, choreography	Students will transfer knowledge shared in a clinic experience to their performance and rehearsal practice.
7/8 CH 3.	**Choral Vocal Production: Vocal Health, Intonation and Style**				
7/8 CH 3:a.1	Students will identify ways to protect their vocal health and take care of their voice.	ACDA		vocal cords, breath support, resonating chambers	Students will articulate the elements of vocal health.
7/8 CH 3:a.2	Sing with articulation, breath management, and basic tone quality	ACDA		pure vowel sounds, consonants, articulation, breath support, tone quality	Students can sing with proper articulation, breath support and acceptable tone quality.
7/8 CH 3:b.1	Sing with proper vowel formation, resonation, placement of tone within the resonation chambers and breath management.	ACDA		pure vowel sounds, consonants, articulation, breath support, tone quality	Students can produce increasingly open vowel sounds when singing. Students can identify and manipulate their resonation chambers to produce an improved sound. Students can articulate the influences on vocal placement.
7/8 CH 3:b.2	Listen to themselves and others, to evaluate individual and ensemble performance; and to analyze how performance techniques will serve to address intonation issues.	ACDA		Intonation, breath, support, pure vowel sounds, articulation, tone quality	Students can evaluate the performance of themselves and their classmates. Students can identify strategies to address intonation issues.
7/8 CH 3:b.3	Students will sit with performers of similar vocal weight and timbre.	ACDA		Range, vocal weight, timbre, balance, blend, listening	Students will recognize the impact of their sound and the sound of other and apporpriately manage the blend of their voice with the ensemble.
7/8 CH 3:c	Students will sing with healthy tone production, where there is little risk of vocal stress or damage and modify tone color to fit the style of the repertoire.	ACDA		style, roof of the mouth, pitch brightness, pitch darkness, vocal damage	Students can sing in healthy head tone and will avoid chest voice and vocal stress. Students can demonstrate varying tone colors with their voice and modify the tone color to suit the style of the music.
7/8 CH 4.	**Music Literacy**				
7/8 CH 4	Become an increasingly independent musician, with increased competence in note-reading, rhythm reading, score awareness, symbolic notational devices, and music directions written in other languages.	ACDA		Rhythmic notation, solfege, score, phrasing, crescendo, ritardando, coda, repeats, 1st/2nd ending, Double bar, meter	Students can demonstrate improved musicianship through mastery of musical symbols and theory. Students can articulate the meaning of various musical symbols and markings. Students can sight read short rhythmic and melodic phrases which include one step intervals and whole, half, quarter and eighth notes.
7/8 CH 5.	**Ensemble Dynamics**				
7/8 CH 5	Students will understand his/her individual worth to the collective ensemble and be able to subordinate themselves to the benefit of the whole.	ACDA		Teamwork, ensemble, balance, respect, empathy, encouragement	Students can demonstrate their role in the ensemble through their efforts at balance, vocal leadership and support. Students will encourage the efforts and accomplishments of others in the ensemble.