

Monday 02/08/2021	Tuesday 02/09/2021	Wednesday 02/10/2021	Thursday 02/11/2021	Friday 02/12/2021
School Day 103	School Day 104	School Day 105	School Day 106	School Day 107
(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am	(P2) Concert Choir 8:45am - 9:32am
Concert Preparation	Concert Preparation	Concert Preparation	<b>Concert Preparation</b>	<b>Concert Preparation</b>
Rehearsal Techniques, Solfege,	Rehearsal Techniques, Solfege,	Rehearsal Techniques, Solfege,	Rehearsal Techniques, Solfege,	Rehearsal Techniques, Solfege,
Sight singing	Sight singing	Sight singing	Sight singing	Sight singing
Lesson Objective/	Lesson Objective/	Lesson Objective/	Lesson Objective/	Lesson Objective/
Essential Questions	Essential Questions	Essential Questions	Essential Questions	Essential Questions
<ul> <li>Objectives:</li> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> <li>Continue rehearsal of Concert pieces: "Dust in the Wind"</li> </ul>	<ul> <li>Objectives:</li> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Sing fully during warm ups</li> <li>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> <li>Continue rehearsal of Concert pieces:</li> <li>"Dust in the Wind"</li> </ul>	<ul> <li>Objectives:</li> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Sing fully during warm ups</li> <li>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> <li>Continue rehearsal of Concert pieces:</li> <li>"Dust in the Wind"</li> </ul>	<ul> <li>Objectives:</li> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Sing fully during warm ups</li> <li>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> <li>Continue rehearsal of Concert pieces:</li> <li>"Dust in the Wind"</li> </ul>	<ul> <li>Objectives:</li> <li>Explain and exhibit proper rehearsal expectations and techniques, such as posture, breathing, and singing fully on pure vowels.</li> <li>Sing fully during warm ups</li> <li>Singing accurate pitches in tune using correct solfege syllables</li> <li>Sight sing melodies using solfege syllables</li> <li>Continue rehearsal of Concert pieces:</li> <li>"Dust in the Wind"</li> </ul>
Opening Activity	Opening Activity	Opening Activity	Opening Activity	Opening Activity
<ul> <li>Prep (5 mins)</li> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul> <li>Put music in order or rehearsal (paper and/or virtual)</li> <li>Attendance/Announcements</li> </ul> </li> <li>Lesson Activities</li> </ul>	<ul> <li>Prep (5 mins)</li> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul> <li>Put music in order or rehearsal (paper and/or virtual)</li> <li>Attendance/Announcements</li> </ul> </li> </ul>	<ul> <li>Prep (5 mins)</li> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas <ul> <li>Put music in order or rehearsal (paper and/or virtual)</li> <li>Attendance/Announcements</li> </ul> </li> </ul>	<ul> <li>Prep (5 mins)</li> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas         <ul> <li>Put music in order or rehearsal (paper and/or virtual)</li> <li>Attendance/Announcements</li> </ul> </li> <li>Lesson Activities</li> </ul>	<ul> <li>Prep (5 mins)</li> <li>Sit with assigned vocal section</li> <li>Check agenda of the day on the board/Canvas         <ul> <li>Put music in order or rehearsal (paper and/or virtual)</li> <li>Attendance/Announcements</li> </ul> </li> <li>Lesson Activities</li> </ul>
Warm Up (20 mins)	Warm Up (20 mins)	Warm Up (20 mins)	Warm Up (20 mins)	Warm Up (20 mins)



Stretches and	Stretches and	Stretches and	Stretches and	Stretches and
breathing	breathing	breathing	breathing	breathing
Vocal technique	Vocal technique	Vocal technique	Vocal technique	Vocal technique
exercises,	exercises,	exercises,	exercises,	exercises,
ascending and	ascending and	ascending and	ascending and	ascending and
descending	descending	descending	descending	descending
Vowel blending	Vowel blending	Vowel blending	Vowel blending	Vowel blending
and ear training	and ear training	and ear training	and ear training	and ear training
<ul> <li>Solfege</li> </ul>	<ul> <li>Solfege</li> </ul>	Solfege	<ul> <li>Solfege</li> </ul>	<ul> <li>Solfege</li> </ul>
Lesson/Classwork	Lesson/Classwork	Lesson/Classwork	Lesson/Classwork	Lesson/Classwork
(20 mins)	(20 mins)	(20 mins)	(20 mins)	(20 mins)
• Dust In The Wind	Dust In The Wind	Dust In The Wind	Dust In The Wind	Dust In The Wind
			I I	
(Solfege Chorus)		Review Chorus		Review Chorus
<ul> <li>Students will</li> </ul>	<ul> <li>Solfege and</li> </ul>	<ul> <li>Solfege and</li> </ul>	<ul> <li>Solfege and</li> </ul>	<ul> <li>Solfege and</li> </ul>
help the new	words	words	words	words
chorus	<ul> <li>Adjust</li> </ul>	<ul> <li>Adjust</li> </ul>	<ul> <li>Adjust</li> </ul>	<ul> <li>Adjust</li> </ul>
members label	vowels and	vowels and	vowels and	vowels and
the chorus of	blend as	blend as	blend as	blend as
their section's	needed	needed	needed	needed
part for Dust in	<ul> <li>New Material:</li> </ul>	<ul> <li>New Material:</li> </ul>	<ul> <li>New Material:</li> </ul>	• New Material:
the Wind (8	<ul> <li>Sopranos</li> </ul>	<ul> <li>Sopranos</li> </ul>	<ul> <li>Sopranos</li> </ul>	<ul> <li>Sopranos</li> </ul>
measures)	and Altos,	and Altos,	and Altos,	and Altos,
using Solfege	Verse 1	Verse 1	Verse 1	Verse 1
syllables based	<ul> <li>Altos,</li> </ul>	<ul> <li>Altos,</li> </ul>	<ul> <li>Altos,</li> </ul>	<ul> <li>Altos,</li> </ul>
on the key of	Tenors and	Tenors and	Tenors and	Tenors and
the song	Basses,	Basses,	Basses,	Basses,
<ul> <li>Sections will</li> </ul>	Verse 2	Verse 2	Verse 2	Verse 2
review and	harmonies	harmonies	harmonies	harmonies
practice singing	<ul> <li>Tenors and</li> </ul>	<ul> <li>Tenors and</li> </ul>	<ul> <li>Tenors and</li> </ul>	<ul> <li>Tenors and</li> </ul>
their chorus on	Basses,	Basses,	Basses,	Basses,
solfege as a	Chorus 2	Chorus 2	Chorus 2	Chorus 2
group	harmonies	harmonies	harmonies	harmonies
<ul> <li>Sections</li> </ul>	<ul> <li>Run entire</li> </ul>	<ul> <li>Run entire</li> </ul>	<ul> <li>Run entire</li> </ul>	<ul> <li>Run entire</li> </ul>
can try	piece	piece	piece	piece
performing	Closing Activity/	Closing Activity/	Closing Activity/	Closing Activity/
their	Notes	Notes	Notes	Notes
harmonies	Cool Down (2 mins)	Cool Down (2 mins)	Cool Down (2 mins)	Cool Down (2 mins)
together	Neck rolls and	Neck rolls and	Neck rolls and	Neck rolls and
when ready	breathing	breathing	breathing	breathing
<ul> <li>Full rehearsal</li> </ul>	exercises	exercises	exercises	exercises
of chorus- all	Save virtual	Save virtual	Save virtual	Save virtual
sections				
together	music, store paper	music, store paper	music, store paper	music, store paper copies
<ul> <li>Solfege,</li> </ul>	<ul><li>copies</li><li>Final words/</li></ul>	<ul><li>copies</li><li>Final words/</li></ul>	<ul><li>copies</li><li>Final words/</li></ul>	Final words/
then words				
<ul> <li>Adjust</li> </ul>	review/assigned	review/assigned	review/assigned	review/assigned
vowels and	work	work	work	work
blend as	Standards	Standards	Standards	Standards
needed	MU.912.C.1.1 Apply	MU.912.C.1.1 Apply	MU.912.C.1.1 Apply	MU.912.C.1.1 Apply
Closing Activity/	listening strategies to	listening strategies to	listening strategies to	listening strategies to
Notes	promote appreciation	promote appreciation	promote appreciation	promote appreciation
	and understanding of	and understanding of	and understanding of	and understanding of
Cool Down (2 mins)	unfamiliar musical	unfamiliar musical	unfamiliar musical	unfamiliar musical
Neck rolls and	works.	works.	works.	works.
breathing				
exercises				



	, i			//2021 - 02/15/2021
Save virtual	MU.912.C.1.4 Comp	MU.912.C.1.4 Comp	MU.912.C.1.4 Comp	MU.912.C.1.4 Comp
music, store paper	are and perform a			
copies	variety of vocal styles			
<ul> <li>Final words/</li> </ul>	and ensembles.	and ensembles.	and ensembles.	and ensembles.
review/assigned	MU.912.C.2.1 Evalu	MU.912.C.2.1 Evalu	MU.912.C.2.1 Evalu	MU.912.C.2.1 Evalu
work	ate and make	ate and make	ate and make	ate and make
Assessment/	appropriate	appropriate	appropriate	appropriate
Homework	adjustments to	adjustments to	adjustments to	adjustments to
Chorus of "Dust in	personal	personal	personal	personal
the Wind" sung in	performance in solo	performance in solo	performance in solo	performance in solo
groups on solfege	and ensembles.	and ensembles.	and ensembles.	and ensembles.
Standards	MU.912.C.3.1 Make	MU.912.C.3.1 Make	MU.912.C.3.1 Make	MU.912.C.3.1 Make
MU.912.C.1.1 Apply	critical evaluations,	critical evaluations,	critical evaluations,	critical evaluations,
listening strategies to	based on exemplary	based on exemplary	based on exemplary	based on exemplary
promote appreciation	models, of the quality			
and understanding of	and effectiveness of	and effectiveness of	and effectiveness of	and effectiveness of
unfamiliar musical	performances and	performances and	performances and	performances and
works.	apply the criteria to			
MU.912.C.1.4 Comp	personal development in	personal development in	personal development in	personal development in
are and perform a	music.	music.	music.	music.
variety of vocal styles				
and ensembles.	MU.912.F.1.1 Analy	MU.912.F.1.1 Analy	MU.912.F.1.1 Analy	MU.912.F.1.1 Analy
MU.912.C.2.1 Evalu	ze and evaluate the effect of "traditional"			
ate and make	and contemporary	and contemporary	and contemporary	and contemporary
appropriate	technologies on the	technologies on the	technologies on the	technologies on the
adjustments to	development of	development of	development of	development of
personal	music.	music.	music.	music.
performance in solo	MU.912.F.2.3 Comp	MU.912.F.2.3 Comp	MU.912.F.2.3 Comp	MU.912.F.2.3 Comp
and ensembles.	are the organizational	are the organizational	are the organizational	are the organizational
MU.912.C.3.1 Make	structure of a	structure of a	structure of a	structure of a
critical evaluations,	professional	professional	professional	professional
based on exemplary	orchestra, chorus,	orchestra, chorus,	orchestra, chorus,	orchestra, chorus,
models, of the quality	quintet, or other	quintet, or other	quintet, or other	quintet, or other
and effectiveness of	ensemble to that of a			
performances and apply the criteria to	business.	business.	business.	business.
personal	MU.912.F.3.1 Analy	MU.912.F.3.1 Analy	MU.912.F.3.1 Analy	MU.912.F.3.1 Analy
development in	ze and describe how			
music.	meeting one's	meeting one's	meeting one's	meeting one's
MU.912.F.1.1 Analy	responsibilities in	responsibilities in	responsibilities in	responsibilities in
ze and evaluate the	music offers	music offers	music offers	music offers
effect of "traditional"	opportunities to	opportunities to	opportunities to	opportunities to
and contemporary	develop leadership	develop leadership	develop leadership	develop leadership
technologies on the	skills, and identify	skills, and identify	skills, and identify	skills, and identify
development of	personal examples of	personal examples of leadership in school	personal examples of	personal examples of
music.	leadership in school and/or non-school	and/or non-school	leadership in school and/or non-school	leadership in school and/or non-school
MU.912.F.2.3 Comp	settings.	settings.	settings.	settings.
are the organizational				, , , , , , , , , , , , , , , , , , ,
structure of a	MU.912.F.3.2 Summ	MU.912.F.3.2 Summ	MU.912.F.3.2 Summ	MU.912.F.3.2 Summ
professional	arize copyright laws that govern printed,			
orchestra, chorus,	recorded, and on-line	recorded, and on-line	recorded, and on-line	recorded, and on-line
quintet, or other	music to promote	music to promote	music to promote	music to promote



MU.912.F.3.3 Define

, prioritize, monitor,

related to individual

musical performance

presentation, without

demonstrating skills

MU.912.F.3.4 Desig

n and implement a

plan, related to the

demonstrates self-

assessment, brain-

storming, decision-

or knowledge.

making, and initiative

to advance skills and/

MU.912.H.2.2 Analy

ze current musical

trends, including

environments and

predict possible

music genre.

developing

technology on

ne the effects of

music acquisition, to

directions of music.

MU.912.H.2.3 Analy

ze the evolution of a

MU.912.H.2.4 Exami

audience

study of music, which

personal learning

direct oversight,

for use in the

workplace.

and successfully

complete tasks

or project

technology.

MU.912.F.3.3 Define , prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4 Desig n and implement a personal learning plan, related to the study of music, which demonstrates selfassessment, brainstorming, decisionmaking, and initiative to advance skills and/ or knowledge.

MU.912.H.2.2 Analy ze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.3 Analy ze the evolution of a music genre.

MU.912.H.2.4 Exami ne the effects of developing technology on composition. performance, and acquisition of music.

MU.912.O.1.1 Evalu ate the organizational principles and conventions in musical works and discuss their effect on structure.

legal and responsible use of intellectual

2020-2021 New

MU.912.F.3.3 Define , prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4 Desig n and implement a personal learning plan, related to the study of music, which demonstrates selfassessment, brainstorming, decisionmaking, and initiative to advance skills and/ or knowledge.

MU.912.H.2.2 Analy ze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.3 Analy ze the evolution of a music genre.

MU.912.H.2.4 Exami ne the effects of developing technology on composition, performance, and acquisition of music.

MU.912.O.1.1 Evalu ate the organizational principles and conventions in musical works and discuss their effect on structure.

ensemble to that of a business.

MU.912.F.3.1 Analy

ze and describe how meeting one's responsibilities in music offers opportunities to develop leadership skills, and identify personal examples of leadership in school and/or non-school settings.

MU.912.F.3.2 Summ arize copyright laws that govern printed, recorded, and on-line music to promote legal and responsible use of intellectual property and technology.

MU.912.F.3.3 Define , prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4 Desig n and implement a personal learning plan, related to the study of music, which demonstrates selfassessment, brainstorming, decisionmaking, and initiative to advance skills and/ or knowledge.

MU.912.H.2.2 Analy ze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

legal and responsible use of intellectual property and technology. MU.912.F.3.3 Define

, prioritize, monitor, and successfully complete tasks related to individual musical performance or project presentation, without direct oversight, demonstrating skills for use in the workplace.

MU.912.F.3.4 Desig n and implement a personal learning plan, related to the study of music, which demonstrates selfassessment, brainstorming, decisionmaking, and initiative to advance skills and/ or knowledge.

MU.912.H.2.2 Analy ze current musical trends, including audience environments and music acquisition, to predict possible directions of music.

MU.912.H.2.3 Analy ze the evolution of a music genre.

MU.912.H.2.4 Exami ne the effects of developing technology on composition, performance, and acquisition of music.

MU.912.O.1.1 Evalu ate the organizational principles and conventions in musical works and discuss their effect on structure.

composition. performance, and acquisition of music. MU.912.O.1.1 Evalu ate the organizational principles and conventions in musical works and discuss their effect on structure.



MU.912.H.2.3 Analy MU.912.O.2.1 Trans MU.912.O.2.1 Trans MU.912.O.2.1 Trans MU.912.O.2.1 Trans fer accepted ze the evolution of a fer accepted fer accepted fer accepted music genre. composition composition composition composition conventions and conventions and conventions and conventions and MU.912.H.2.4 Exami performance performance performance performance ne the effects of practices of a specific practices of a specific practices of a specific practices of a specific developing style to a contrasting style to a contrasting style to a contrasting style to a contrasting technology on style of music. style of music. style of music. style of music. composition, MU.912.O.2.2 Trans MU.912.O.2.2 Trans MU.912.O.2.2 Trans MU.912.O.2.2 Trans performance, and acquisition of music. pose melodies into pose melodies into pose melodies into pose melodies into different modalities different modalities different modalities different modalities MU.912.O.1.1 Evalu through performance through performance through performance through performance ate the organizational and composition. and composition. and composition. and composition. principles and MU.912.S.1.4 Perfor MU.912.S.1.4 Perfor MU.912.S.1.4 Perfor MU.912.S.1.4 Perfor conventions in musical works and m and notate, m and notate, m and notate, m and notate, independently and independently and independently and independently and discuss their effect on accurately, melodies accurately, melodies accurately, melodies accurately, melodies structure. by ear. by ear. by ear. by ear. MU.912.O.2.1 Trans MU.912.S.1.5 Rese fer accepted MU.912.S.1.5 Rese MU.912.S.1.5 Rese MU.912.S.1.5 Rese arch and report on arch and report on composition arch and report on arch and report on conventions and the impact of MIDI as an industry-standard an industry-standard an industry-standard an industry-standard performance protocol. practices of a specific protocol. protocol. protocol. style to a contrasting MU.912.S.1.6 Synth MU.912.S.1.6 Synth MU.912.S.1.6 Synth MU.912.S.1.6 Synth style of music. esize music, MIDI, esize music, MIDI, esize music, MIDI, esize music, MIDI, MU.912.O.2.2 Trans pod-casting, pod-casting, pod-casting, pod-casting, pose melodies into webpagewebpagewebpagewebpagedifferent modalities development, and/or development, and/or development, and/or development, and/or similar technologythrough performance similar technologysimilar technologysimilar technologyand composition. based skills to share based skills to share based skills to share based skills to share knowledge. knowledge. knowledge. knowledge. MU.912.S.1.4 Perfor MU.912.S.1.7 Comb MU.912.S.1.7 Comb MU.912.S.1.7 Comb MU.912.S.1.7 Comb m and notate. ine and/or create independently and ine and/or create ine and/or create ine and/or create accurately, melodies virtual and audio virtual and audio virtual and audio virtual and audio instruments. instruments. by ear. instruments. instruments. MU.912.S.1.5 Rese MU.912.S.1.8 Recor MU.912.S.1.8 Recor MU.912.S.1.8 Recor MU.912.S.1.8 Recor d, mix, and edit a arch and report on d, mix, and edit a d, mix, and edit a d, mix, and edit a the impact of MIDI as recorded recorded recorded recorded an industry-standard performance. performance. performance. performance. protocol. MU.912.S.2.1 Apply MU.912.S.2.1 Apply MU.912.S.2.1 Apply MU.912.S.2.1 Apply MU.912.S.1.6 Synth the ability to the ability to the ability to the ability to esize music, MIDI, memorize and memorize and memorize and memorize and pod-casting. internalize musical internalize musical internalize musical internalize musical webpagestructure, accurate structure, accurate structure, accurate structure, accurate development, and/or and expressive and expressive and expressive and expressive similar technologydetails, and details, and details, and details, and based skills to share processing skills to processing skills to processing skills to processing skills to knowledge. the creation or the creation or the creation or the creation or performance of music performance of music performance of music performance of music MU.912.S.1.7 Comb literature. literature. literature. literature. ine and/or create MU.912.S.2.2 Transf MU.912.S.2.2 Transf MU.912.S.2.2 Transf MU.912.S.2.2 Transf virtual and audio instruments. er expressive er expressive er expressive er expressive elements and elements and elements and elements and



MU.912.S.1.8 Recor d, mix, and edit a recorded performance. MU.912.S.2.1 Apply	performance techniques from one piece of music to another. MU.912.S.3.1 Synth	performance techniques from one piece of music to another. MU.912.S.3.1 Synth	performance techniques from one piece of music to another. MU.912.S.3.1 Synth
the ability to memorize and internalize musical structure, accurate and expressive details, and processing skills to the creation or performance of music	esize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic	esize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic	esize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic
literature. MU.912.S.2.2 Transf er expressive elements and performance techniques from one piece of music to another. MU.912.S.3.1 Synth esize a broad range of musical skills by performing a varied repertoire with expression,	energy. MU.912.S.3.2 Sight- read music accurately and expressively to show synthesis of skills. MU.912.S.3.4 Analy ze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.	energy. MU.912.S.3.2 Sight- read music accurately and expressively to show synthesis of skills. MU.912.S.3.4 Analy ze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.	energy. MU.912.S.3.2 Sight- read music accurately and expressively to show synthesis of skills. MU.912.S.3.4 Analy ze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.
appropriate stylistic			

performance techniques from one piece of music to another.

MU.912.S.3.1 Synth esize a broad range of musical skills by performing a varied repertoire with expression, appropriate stylistic interpretation, technical accuracy, and kinesthetic energy.

MU.912.S.3.2 Sightread music accurately and expressively to show synthesis of skills.

MU.912.S.3.4 Analy ze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.

technical accuracy, and kinesthetic energy. MU.912.S.3.2 Sightread music accurately and

interpretation,

#### expressively to show synthesis of skills.

MU.912.S.3.4 Analy ze and describe the effect of rehearsal sessions and/or strategies on refinement of skills and techniques.