

| Monday   | Tuesday                  | Wednesday                | Thursday                 | Friday                   |
|--|--------------------------|--------------------------|--------------------------|--------------------------|
| 09/18/2023   | 09/19/2023               | 09/20/2023               | 09/21/2023               | 09/22/2023               |
| 3rd period HS Chorus   | 3rd period HS Chorus     | 3rd period HS Chorus     | 3rd period HS Chorus     | 3rd period HS Chorus     |
| 10:03am - 10:50am  | 10:03am - 10:50am        | 10:03am - 10:50am        | 10:03am - 10:50am        | 10:03am - 10:50am        |
| sight read All State   | sight read All State     | sight read All State     | sight read All State     | sight read All State     |
| Chorus songs and   | Chorus songs and         | Chorus songs and         | Chorus songs and         | Chorus songs and         |
| Vocal Jazz songs   | Vocal Jazz songs         | Vocal Jazz songs         | Vocal Jazz songs         | Vocal Jazz songs         |
| sight read new songs   | sight read new songs     | sight read new songs     | sight read new songs     | sight read new songs     |
| pick out Winter Concert  | pick out Winter Concert  | pick out Winter Concert  | pick out Winter Concert  | pick out Winter Concert  |
| songs  | songs                    | songs                    | songs                    | songs                    |
| SATB sections  | SATB sections            | SATB sections            | SATB sections            | SATB sections            |
|  | Standards                |                          | Standards                | Standards                |
| StandardsHSp.MUe.Pr.4.1.aect a variety ofrepertoire to studybased on interest,elements of music andtechnical skills of theperforming ensemble.Explain the criteriaused in selecting therepertoire.HSa.MUhi.Pr.4.1.aDevelop and apply criteriafor selecting a variedrepertoire of music for | HSa.MUhi.Pr.4.1.a De     | HSp.MUe.Pr.4.1.a Sel     | HSp.MUe.Pr.4.1.a Sel     | HSp.MUe.Pr.4.1.a Sel     |
|  | velop and apply criteria | ect a variety of         | ect a variety of         | ect a variety of         |
|  | for selecting a varied   | repertoire to study      | repertoire to study      | repertoire to study      |
|  | repertoire of music for  | based on interest,       | based on interest,       | based on interest,       |
|  | individual and small     | elements of music and    | elements of music and    | elements of music and    |
|  | group performances       | technical skills of the  | technical skills of the  | technical skills of the  |
|  | that include melodies,   | performing ensemble.     | performing ensemble.     | performing ensemble.     |
|  | repertoire pieces,       | Explain the criteria     | Explain the criteria     | Explain the criteria     |
|  | improvisations, and      | used in selecting the    | used in selecting the    | used in selecting the    |
|  | chordal                  | repertoire.              | repertoire.              | repertoire.              |
|  | accompaniments in a      | HSa.MUhi.Pr.4.1.a De     | HSa.MUhi.Pr.4.1.a De     | HSa.MUhi.Pr.4.1.a De     |
|  | variety of styles.       | velop and apply criteria | velop and apply criteria | velop and apply criteria |
|  | HSp.MUe.Pr.4.1.a Sel     | for selecting a varied   | for selecting a varied   | for selecting a varied   |
|  | ect a variety of         | repertoire of music for  | repertoire of music for  | repertoire of music for  |
| individual and small   | repertoire to study      | individual and small     | individual and small     | individual and small     |
| group performances   | based on interest,       | group performances       | group performances       | group performances       |
| that include melodies,   | elements of music and    | that include melodies,   | that include melodies,   | that include melodies,   |
| repertoire pieces,   | technical skills of the  | repertoire pieces,       | repertoire pieces,       | repertoire pieces,       |
| improvisations, and  | performing ensemble.     | improvisations, and      | improvisations, and      | improvisations, and      |
| chordal  | Explain the criteria     | chordal                  | chordal                  | chordal                  |
| accompaniments in a  | used in selecting the    | accompaniments in a      | accompaniments in a      | accompaniments in a      |
| variety of styles.   | repertoire.              | variety of styles.       | variety of styles.       | variety of styles.       |

## 2023-2024 Mrs. Kleinsasser



## 09/17/2023 - 09/23/2023

| 6th Cr Music Degora   | 6th Cr Music   | 6th Cr Music Degara   | 6th Cr Music   | 6th Cr Music Bogoro   |
|---|--|---|--|---|
| 6th Gr Music Rogers<br>11:20am - 11:50am  | 6th Gr Music<br>Schumacher 11:20am -   | 6th Gr Music Rogers<br>11:20am - 11:50am  | 6th Gr Music<br>Schumacher 11:20am -   | 6th Gr Music Rogers<br>11:20am - 11:50am  |
| theory worksheet  | 11:50am  | You're a Grand Old  | 11:50am  | You're a Grand Old  |
| review treble clef notes  | theory worksheet   | Flag  | You're a Grand Old   | Flag  |
| Standards   | review treble clef notes   | sight read new music  | Flag   | sight read new music  |
|   | Standards  | divide into 2 parts   | sight read new music   | divide into 2 parts   |
| 6-8.MUg.Pr.4.2.b Rea<br>d and identify standard   |  | Standards   | divide into 2 parts  | Standards   |
| symbols for rhythm,   | d and identify standard  |   | Standards  | 6-8.MUg.Pr.4.2.b Rea  |
| pitch articulation,   | symbols for rhythm,  | d and identify standard   | 6-8.MUg.Pr.4.2.b Rea   | d and identify standard   |
| dynamics, tempo, and  | pitch articulation,  | symbols for rhythm,   | d and identify standard  | symbols for rhythm,   |
| form.   | dynamics, tempo, and   | pitch articulation,   | symbols for rhythm,  | pitch articulation,   |
|   | form.  | dynamics, tempo, and  | pitch articulation,  | dynamics, tempo, and  |
|   |  | form.   | dynamics, tempo, and   | form.   |
|   |  | 6-8.MUg.Pr.4.1.a Appl   | form.  | 6-8.MUg.Pr.4.1.a Appl   |
|   |  | y teacher,  | 6-8.MUg.Pr.4.1.a Appl  | y teacher,  |
|   |  | collaborative, or<br>personally developed   | y teacher,<br>collaborative, or  | collaborative, or personally developed  |
|   |  | criteria for selecting  | personally developed   | criteria for selecting  |
|   |  | music of contrasting  | criteria for selecting   | music of contrasting  |
|   |  | styles and genres for a   | music of contrasting   | styles and genres for a   |
|   |  | program. Discuss  | styles and genres for a  | program. Discuss  |
|   |  | expressive qualities,   | program. Discuss   | expressive qualities,   |
|   |  | technical challenges<br>and reasons for   | expressive qualities,<br>technical challenges  | technical challenges<br>and reasons for   |
|   |  | choices.  | and reasons for  | choices.  |
|   |  |   | choices.   |   |
|   |  |   |  |   |
| JH Music  | 6th period JH Chorus   | JH Music  | 6th period JH Chorus   | 6th period JH Chorus  |
| Appreciation 1:58pm -   | 1:08pm - 1:55pm  | Appreciation 1:58pm -   | 1:08pm - 1:55pm  | 1:08pm - 1:55pm   |
| Appreciation 1:58pm -<br>2:45pm   | 1:08pm - 1:55pm<br>sight read new music  | Appreciation 1:58pm -<br>2:45pm   | 1:08pm - 1:55pm<br>sight read new music  | 1:08pm - 1:55pm<br>sight read new music   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De   | <ul> <li>1:08pm - 1:55pm</li> <li>sight read new music divide into 3 parts</li> <li>Standards</li> <li>6-8.MUg.Pr.4.2.a Expl ain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>6-8.MUg.Pr.4.1.a Appl</li> </ul>   | <ul> <li>1:08pm - 1:55pm</li> <li>sight read new music divide into 3 parts</li> <li>Standards</li> <li>6-8.MUg.Pr.4.2.a Expl ain, demonstrate, and compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.</li> <li>6-8.MUg.Pr.4.1.a Appl</li> </ul>  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,  | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,   |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges<br>and reasons for<br>choices.   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,   | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br><b>Standards</b><br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or  |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges<br>and reasons for   | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,  | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,   |
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| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,<br>and skills relate to<br>personal choices and<br>intent when creating,<br>performing, and | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br><b>Standards</b><br><b>6-8.MUg.Pr.4.1.a</b> Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges<br>and reasons for<br>choices.<br><b>6-8.MUg.Pr.4.2.a</b> Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,<br>and skills relate to<br>personal choices and<br>intent when creating,<br>performing, and | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br><b>Standards</b><br><b>6-8.MUg.Pr.4.2.a</b> Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br><b>6-8.MUg.Pr.4.1.a</b> Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges |
| Appreciation 1:58pm -<br>2:45pm<br>work on favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,<br>and skills relate to<br>personal choices and<br>intent when creating,<br>performing, and | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br><b>Standards</b><br><b>6-8.MUg.Pr.4.1.a</b> Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges<br>and reasons for<br>choices.<br><b>6-8.MUg.Pr.4.2.a</b> Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,                       | Appreciation 1:58pm -<br>2:45pm<br>start Renaissance<br>music<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,<br>and skills relate to<br>personal choices and<br>intent when creating,<br>performing, and | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br><b>Standards</b><br><b>6-8.MUg.Pr.4.2.a</b> Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br><b>6-8.MUg.Pr.4.1.a</b> Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,    | 1:08pm - 1:55pm<br>sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,  |

## 2023-2024 Mrs. Kleinsasser



| 8th period HS Chorus   | 7th period JH Chorus   | 8th period HS Chorus   | 7th period JH Chorus   | JH Music   |
|--|--|--|--|--|
| 2:48pm - 3:35pm  | 1:58pm - 2:45pm  | 2:48pm - 3:35pm  | 1:58pm - 2:45pm  | Appreciation 1:58pm -  |
| sight read All State<br>Chorus songs and<br>Vocal Jazz songs<br>sight read new songs<br>pick out Winter Concert<br>songs<br>SATB sections<br><b>Standards</b><br>HSa.MUhi.Pr.4.1.a De<br>velop and apply criteria<br>for selecting a varied<br>repertoire of music for<br>individual and small<br>group performances<br>that include melodies,<br>repertoire pieces,<br>improvisations, and<br>chordal<br>accompaniments in a<br>variety of styles.<br>HSp.MUe.Pr.4.1.a Sel<br>ect a variety of<br>repertoire to study<br>based on interest,<br>elements of music and<br>technical skills of the<br>performing ensemble.<br>Explain the criteria<br>used in selecting the<br>repertoire. | sight read new music<br>divide into 3 parts<br>Standards<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting<br>styles and genres for a<br>program. Discuss<br>expressive qualities,<br>technical challenges<br>and reasons for<br>choices.<br>6-8.MUg.Pr.4.2.a Expl<br>ain, demonstrate, and<br>compare the structure<br>of contrasting pieces of<br>music selected for<br>performance,<br>explaining how the<br>elements of music are<br>used in each. | sight read All State<br>Chorus songs and<br>Vocal Jazz songs<br>sight read new songs<br>pick out Winter Concert<br>songs<br>SATB sections<br><b>Standards</b><br><b>HSp.MUe.Pr.4.1.a</b> Sel<br>ect a variety of<br>repertoire to study<br>based on interest,<br>elements of music and<br>technical skills of the<br>performing ensemble.<br>Explain the criteria<br>used in selecting the<br>repertoire.<br><b>HSa.MUhi.Pr.4.1.a</b> De<br>velop and apply criteria<br>for selecting a varied<br>repertoire of music for<br>individual and small<br>group performances<br>that include melodies,<br>repertoire pieces,<br>improvisations, and<br>chordal<br>accompaniments in a<br>variety of styles. | explaining how the<br>elements of music are<br>used in each.<br>6-8.MUg.Pr.4.1.a Appl<br>y teacher,<br>collaborative, or<br>personally developed<br>criteria for selecting<br>music of contrasting | 2:45pm<br>continue Renaissance<br>music<br>finish favorite singer<br>paper<br>Standards<br>6-8.MUg.Cn.11.1.a De<br>monstrate<br>understanding of<br>relationships between<br>music and the other<br>arts, other disciplines,<br>different contexts, and<br>daily life.<br>6-8.MUg.Cn.10.1.a De<br>monstrate how<br>interests, knowledge,<br>and skills relate to<br>personal choices and<br>intent when creating,<br>performing, and<br>responding to music. |

