



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



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



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



8th period HS Chorus 2:48pm - 3:35pm	8th period HS Chorus 2:48pm - 3:35pm	8th period HS Chorus 2:48pm - 3:35pm
<p>sight read All State Chorus songs and Vocal Jazz songs sight read new songs pick out Winter Concert songs SATB sections</p>	<p>sight read All State Chorus songs and Vocal Jazz songs sight read new songs pick out Winter Concert songs SATB sections</p>	<p>sight read All State Chorus songs and Vocal Jazz songs sight read new songs pick out Winter Concert songs SATB sections</p>
<p><b>Standards</b></p> <p><b>HSp.MUe.Pr.4.1.a</b> Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire.</p> <p><b>HSa.MUhi.Pr.4.1.a</b> Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p><b>Standards</b></p> <p><b>HSp.MUe.Pr.4.1.a</b> Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire.</p> <p><b>HSa.MUhi.Pr.4.1.a</b> Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p>	<p><b>Standards</b></p> <p><b>HSa.MUhi.Pr.4.1.a</b> Develop and apply criteria for selecting a varied repertoire of music for individual and small group performances that include melodies, repertoire pieces, improvisations, and chordal accompaniments in a variety of styles.</p> <p><b>HSp.MUe.Pr.4.1.a</b> Select a variety of repertoire to study based on interest, elements of music and technical skills of the performing ensemble. Explain the criteria used in selecting the repertoire.</p>