

6th Grade (Choir)	
1st Semester Priorities	2nd Semester Priorities
Students will sing a major scale independently.	Students will correctly and independently identify and label notes on the treble clef staff and two ledger lines above or below the staff.
Students will sing a natural minor scale independently.	Students will correctly and independently identify and label notes on the bass clef staff and two ledger lines above or below the staff.
Students will correctly identify and label notes on the treble clef staff.	Students will sing a major tonic triad independently.
Students will correctly identify and label notes on the bass clef staff.	Students will sing a minor tonic triad independently.
Students will read rhythm patterns with simple beat division in duple, triple, or quadruple meter.	Students will read rhythms featuring one or more of the following characteristics: paired eighth notes, quarter rests, eighth rests for syncopation of quarter and/or eighth notes.
Students will read rhythm patterns with extension dots (simple beat subdivision in duple, triple, or quadruple meter).	Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.
Students will read rhythm patterns with ties in simple beat division in duple, triple, or quadruple meter.	Students will attend and participate in concert performances.
Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.	Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will attend and participate in concert performances.	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other	

performance factors).	
Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	

7th Grade (Choir)	
1st Semester Priorities	2nd Semester Priorities
Students will correctly and independently identify and label notes on the treble clef staff two ledger lines above or below the staff.	Students will sing a dominant triad independently (minor mode).
Students will correctly and independently identify and label notes on the bass clef staff two ledger lines above or below the staff.	Students will correctly and independently identify and label notes on the bass clef staff and two ledger lines above or below the staff.
Students will sing a major tonic triad independently.	Students will sing the harmonic minor scale.
Students will sing a minor tonic triad independently.	Students will identify and write in "Do" using key signatures with or without flats and sharps.
Students will read and sing a melody that moves by step in a major key.	Students will identify and write in "La" using key signatures with or without flats and sharps.
Students will read and sing a melody that moves by step in a minor key.	Students will sing a dominant triad independently (major mode).
Students will read rhythm patterns with simple beat subdivision in duple, triple, or quadruple meter (quarter note = beat).	Students will read and sing a melody with 2nds, 3rds, 4ths, and 5ths in a major key.
Students will read rhythm patterns with simple beat subdivision in duple, triple, or quadruple meter (half note = beat).	Students will read rhythms featuring one or more of the following characteristics: sixteenth notes combined with eighths, and basic compound patterns.
Students read rhythm patterns with compound beat division in duple, triple, or quadruple meter.	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.	Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.
Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other	Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other

performance factors).	performance factors).
Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).

8th Grade (Choir)	
1st Semester Priorities	2nd Semester Priorities
Students will sing the harmonic minor scale.	Sing the melodic minor scale.
Students will identify and write in "Do" using key signatures with or without flats and sharps.	Correctly identify and name 7 major key signatures. (E-flat, B-flat, F, C, G, D, and A Major)
Students will identify and write in "La" using key signatures with or without flats and sharps.	Correctly identify and name 7 minor key signatures. (c, g, d, a, e, b, and f-sharp)
Students will sing a dominant triad independently (major mode).	Sing the major tonic triad in root position, 1st inversion, and 2nd inversion.
Students will sing a dominant triad independently (minor mode).	Sing the minor tonic triad in root position, 1st inversion, and 2nd inversion.
Students will read and sing a melody with 2nds, 3rds, 4ths, and / or 5ths in a major key.	Read and sing a melody with intervals up to a 6th in a major key.
Students will read and sing a melody with 2nds, 3rds, 4ths, and / or 5ths in a minor key.	Read and sing a melody with intervals up to a 6th in a minor key.
Students will read rhythm patterns with dotted eighth note-sixteenth note patterns in simple beat subdivision in duple, triple, or quadruple meter.	Rhythm assessment featuring one or more of the following characteristics: compound rhythms that involve sixteenth notes.
Students will read rhythm patterns with triplets and simple beat division rests in simple beat division in duple, triple, or quadruple meter.	Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.
Students will read rhythm patterns with compound beat subdivision in duple, triple, and quadruple meter.	Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique,	

interpretation/musicianship, diction, and other performance factors).	
Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	

9th-10th Grade (Choir)	
1st Semester Priorities	2nd Semester Priorities
Students will sing the melodic minor scale.	Students will sing the pentatonic scale.
Students will sing the chromatic scale.	Students will correctly identify and name all major key signatures.
Students will correctly identify and name 7 major key signatures. (E-flat, B-flat, F, C, G, D, and A Major)	Students will correctly identify and name all minor key signatures.
Students will correctly identify and name 7 minor key signatures. (c, g, d, a, e, b, and f-sharp)	Students will visually identify and label interval quantities and qualities from a 2nd to an octave.
Students will visually identify and label interval quantities from a 2nd to an octave.	Students will sing the subdominant triad in root position, 1st inversion, and 2nd inversion (major mode).
Students will sing the major tonic triad in root position, 1st inversion, and 2nd inversion.	Students will sing the subdominant triad in root position, 1st inversion, and 2nd inversion (minor mode).
Students will sing the minor tonic triad in root position, 1st inversion, and 2nd inversion.	Students will read and sing a melody with intervals up to an octave in a major key.
Students will sing the dominant triad in root position, 1st inversion, and 2nd inversion (major mode).	Students will read and sing a melody with intervals up to an octave in a minor key.
Students will sing the dominant triad in root position, 1st inversion, and 2nd inversion (minor mode).	Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.
Students will sing a subdominant triad independently (major mode).	Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will sing a subdominant triad independently (minor mode).	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).

Students will read and sing a melody with intervals up to a 6th in a major key.	
Students will read and sing a melody with intervals up to a 6th in a minor key.	
Students will read rhythm patterns with simple beat division rests in duple, triple, or quadruple meter.	
Students will read rhythm patterns with compound beat division in duple, triple, or quadruple meter.	
Students will read rhythm patterns with sextuplets in duple, triple, or quadruple meter.	
Students will read rhythm patterns with simple beat division syncopation in duple, triple, or quadruple meter.	
Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.	
Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	
Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	

11th-12th Grade (Choir)	
1st Semester Priorities	2nd Semester Priorities
Sing the whole-tone scale.	Aurally identify and label interval quantities and qualities from a 2nd to an octave.
Visually identify and label interval quantities and qualities from a 2nd to an octave.	Sing the dominant-seventh chord (major mode).
Sing the tonic, subdominant, dominant, tonic triad chord progression (major mode; I-IV-V-I).	Sing the dominant-seventh chord (minor mode).
Sing the tonic, subdominant, dominant, tonic triad chord progression (minor mode; i-iv-V-i).	Read and sing a melody with 2nds, 3rds, 4ths, and / or 5ths and accidentals in a major key.
Read and sing a stepwise melody with accidentals in a major key.	Read and sing a melody with 2nds, 3rds, 4ths, and / or 5ths and accidentals in a minor key.
Read and sing a stepwise melody with accidentals in a minor key.	Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.
Students will improve the quality of their performance in gradual practice of concert repertoire in lessons and in class rehearsals.	Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will perform with age-appropriate performance factors based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).
Students will reflect on their concert performance based on the state adjudication criteria (tone quality, intonation, rhythm, balance/blend, technique, interpretation/musicianship, diction, and other performance factors).	