

# **CCSD Elementary Choral Curriculum Map**

Updated 7/25

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## **Introduction**

The elementary and middle school choir directors of the Cornwall Central School District share a common mission: to nurture lifelong learners who develop a deep appreciation for music and the arts. Grounded in the [New York State Learning Standards for the Arts](#), this choral curriculum map is designed to provide students with rich, meaningful experiences through intentional planning, engaging weekly rehearsals, and valuable performance opportunities. These experiences aim to foster not only musical growth, but to develop well-rounded individuals who contribute positively to their communities and support the arts throughout their lives.

At Cornwall Elementary School, Willow Avenue Elementary School, and Cornwall-on-Hudson Elementary School, vocal exploration is a central focus of the music program. Beginning in kindergarten, students are guided in discovering and developing their singing voices. Throughout their elementary years, they participate in a comprehensive music curriculum that includes singing, movement, active listening, and music analysis, with connections to diverse cultures and historical contexts.

Vocal ensemble participation evolves to a formalized structure in fourth grade, where all students take part in chorus. This curriculum map outlines the progression of skills and experiences that help students become confident singers, active participants, and enthusiastic performers. By the end of elementary school, students are well-prepared to continue their musical journey in middle school and beyond.

<b>Mode of Engagement</b>	<b>Course Level Expectations</b>
Perform	<ul style="list-style-type: none"><li>● Choose a variety of music to learn based on music literacy skills, historical context, and the skills of the ensemble.</li><li>● Through use of music literacy skills, articulate how the style and structure of a piece help explain its background during performance.</li></ul>

	<ul style="list-style-type: none"> <li>• Display understanding and application of expressive qualities in a varied repertoire of music through performance.</li> <li>• Develop ways to solve technical challenges in a variety of musical repertoire, using feedback from peers and others to improve performances.</li> <li>• Demonstrate attention to technical accuracy and expressive qualities in musical performances.</li> <li>• Considerately engage with a varied repertoire of music representing diverse cultures and styles.</li> <li>• Demonstrate an understanding of musical contexts in performance.</li> </ul>
Respond	<ul style="list-style-type: none"> <li>• Support reasons for selecting music citing characteristics found in the music, drawing connections to interest, purpose, and context.</li> <li>• Describe how musical contexts and elements inform the response to music.</li> <li>• Analyze and explain the intended emotional meaning of musical pieces by referencing how musical elements, context, and the language are used.</li> <li>• Describe how personal experiences, critical analysis, and contextual factors shape one's interest in and evaluation upon a piece of music.</li> </ul>
Connect	<ul style="list-style-type: none"> <li>• Recognize and explain the relationships between music, other art forms, different disciplines, cultural settings, and daily experiences.</li> <li>• Link personal interests, skills, and understanding to intentional choices in musical creation, performance, and response.</li> </ul>

Unit Titles	Length of Unit
Vocal Technique	Ongoing
Melody & Harmony	Ongoing
Style & Expression	Ongoing
Performance Technique & Etiquette	Ongoing

Music Theory: Solfege & Sight Reading	Ongoing
Ensemble Development	Ongoing

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<b>Unit Title</b>	Vocal Technique	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will be able to healthily sing and perform repertoire.</li> <li>• Students will be able to sing with correct singing posture.</li> <li>• Students will be able to use proper breath support.</li> <li>• Students will be able to understand and articulate the differences in tone quality between singing and speaking.</li> </ul>
<b>Standards</b>	MU:Pr5.3.E.5a; MU:Pr5.3.E.8a; MU:Pr6.1.E.5a; MU:Pr6.1.E.8a
<b>Unit terms &amp; concepts</b>	Posture, breath support, technique, tone

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<b>Unit Title</b>	Unison & Part Singing	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>• Students will be able to listen to and echo melodic excerpts on neutral syllables, solfege, or text.</li> <li>• Students will be able to perform melodies in rounds.</li> <li>• Students will be able to sing in two-part harmony.</li> </ul>
<b>Standards</b>	MU:Pr4.3.E.5a, MU:Pr4.3.E.8a

<b>Unit terms &amp; concepts</b>	Melody, Unison, Harmony, Round
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<b>Unit Title</b>	Style & Expression	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to perform choral music in a manner that reflects the composer's intention.</li> <li>Students will be able to perform expressively and communicate text to the audience.</li> <li>Students will be able to incorporate expressive elements into their singing such as phrasing, diction and dynamics.</li> <li>Students will be able to develop a strong musical ear and listen to their peers to achieve a blended choral sound while singing.</li> </ul>
<b>Standards</b>	MU:Pr4.3.E.5a; MU:Pr4.3.E.8a; MU:Pr6.1.E.5b; MU:Pr6.1.E.8b, MU:Cn11.o.T.5a; MU:Cn11.o.T.8a
<b>Unit terms &amp; concepts</b>	Phrasing, diction, dynamics, blend, timbre, articulation

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<b>Unit Title</b>	Performance Technique & Etiquette	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to embody the role of a performer, audience member, and musical leader.</li> <li>Students will be able to communicate their likes, dislikes, and observations about a song using musical language.</li> <li>Students will be able to analyze and evaluate their performances.</li> </ul>
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	<ul style="list-style-type: none"> <li>Students will be able to reflect and respond to their performances using teacher-created criteria.</li> </ul>
<b>Standards</b>	MU:Re7.1.E.5a; MU:Re7.1.E.8a, MU:Re9.1.E.5a, MU:Re9.1.E.8a
<b>Unit terms &amp; concepts</b>	Audience, posture, audition, rehearsal

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<b>Unit Title</b>	Music Theory: Solfege & Sight Reading	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to sing a scale on solfege.</li> <li>Students will be able to read rhythms in choral sheet music.</li> <li>Students will be able to recognize music symbols in notation.</li> <li>Students will be able to properly use and connect Curwen hand signs and solfege.</li> <li>Students will be able to follow the roadmap of sheet music.</li> </ul>
<b>Standards</b>	MU:Pr4.2.E.5a, MU:Pr4.2.E.8a
<b>Unit terms &amp; concepts</b>	Solfege, scale, rhythm, rest, meter, measure, time signature, notation, symbols

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<b>Unit Title</b>	Ensemble Development	<b>Length of Unit</b>	Ongoing
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<b>Objectives</b>	<ul style="list-style-type: none"> <li>Students will be able to distinguish between vocal parts and accompaniment.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Students will be able to follow their part in a musical score and apply knowledge of notation symbols.</li> <li>• Students will be able to respond to the conductor's breathing and release cues.</li> <li>• Students will be able to apply tempo, dynamics, and articulation markings in performances.</li> <li>• Students will be able to perform appropriate level ensemble repertoire in English and other languages.</li> </ul>
<b>Standards</b>	MU:Pr4.1.E.5a; MU:Pr4.1.E.8a; MU:Cn10.o.H.5a; MU:Cn10.o.H.8a
<b>Unit terms &amp; concepts</b>	<ul style="list-style-type: none"> <li>• Accompaniment, vocal lines, conductor, cues, performance, repertoire</li> </ul>

Assessment	<ul style="list-style-type: none"> <li>• Are students able to perform assigned repertoire with accurate notes, rhythms, and technical and expressive elements?</li> <li>• Are students able to embody the role of a performer, audience member, and musical leader?</li> <li>• Are students able to read and comprehend notes, rhythms and other music theory elements in sheet music?</li> <li>• Are students able to analyze and evaluate their performances?</li> <li>• Are students able to use solfege and Curwen hand signs in the choral classroom?</li> <li>• Are students able to sing in unison and two-part harmony?</li> <li>• Are students able to follow their conductor in rehearsal and performance?</li> </ul>
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